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ABSTRACT

This document reports on a project conducted to seek previously uncollected information on Catholic colleges and universities with respect to institutional demographics and programs being used to increase diversity. The project goals also included exploring the impact of Catholic identity on these programs and testing the hypothesis that the religious character of an institution uniquely facilitates the development of a multicultural community. The project involved a survey of the 198 member institutions of the Association of Catholic Colleges and Universities and statistical and other analyses of the 86 responses. The survey addressed institutional characteristics, campus activities concerning diversity, campus culture and climate, and overall forces and lessons learned concerning campus issues of diversity. This report is divided into four parts. Part 1 concentrates on ethnocultural diversity issues and the degree of diversity at Catholic colleges. Part 2 describes project objectives and methodology. Part 3 lists questionnaire items in the survey, and summarizes the responses. Part 4 highlights 13 of the 86 responding institutions and includes an annotated bibliography and biographical information about the authors of this document. A directory of university contacts is attached. (Contains 50 references.) (CK)

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ED 397 697

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The Association of Catholic Colleges and Universities with Barry University

DIVERSITY WITHIN AMERICA'S CATHOLIC COLLEGES AND UNIVERSITIES: EFFORTS AND LINKAGES TO CATHOLIC IDENTITY, INSTITUTIONAL MISSION, AND LEADERSHIP

A Study Supported by a Grant from the Ford Foundation

Tom H. Foote, Principal Investigator
Barbara M. Buzzi
Rev. James M. Gaughan
Rev. Randall K. Wells

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INTRODUCTION

College enrollments are changing dramatically with respect to ethnicity, gender, age, life styles, academic needs, and a host of other factors. On many campuses, incidents of racism are increasing, courses do not reflect minority perspectives, and changing demographics are not addressed in services and co-curricular programs. Attacks on affirmative action policies and persistently low minority income levels, coupled with rising tuitions, threaten national progress toward equal access for all of America's students.

The ACCU/Barry University Diversity Project, funded by the Ford Foundation, was designed to seek previously uncollected information on Catholic colleges and universities with respect to institutional demographics and programs/approaches that are being used in diversity efforts. We also wanted to explore the impact of Catholic identity, institutional mission, leadership, and other variables on these programs. The data were collected in preparation for the 1995 ACCU conference at the University of St. Thomas (MN). The overarching project goal was to inform our members of the status of diversity on Catholic campuses and to provide them with concrete examples of how some institutions affirm and support diversity initiatives. The study includes references and an annotated bibliography. A list of campus contacts who are working on these programs is provided as an attachment.

We also wanted to test the hypothesis that the religious character of an institution facilitates, in a unique way, the development of community in the context of multiculturalism. A successful heterogeneous community is defined as one in which diverse groups, particularly those previously excluded, are present on campus and fully participate, and in which the ethnic, racial, religious, gender, and every other identity of each administrator, teacher, researcher, student, or staff person is preserved. As a consequence, such a community provides the means through which each member has an opportunity to contribute to the vitality of the whole, and this contribution is valued.

The results of this study suggest that Catholic colleges and universities may well be uniquely positioned to assume leadership among institutions of higher education in the debate on the value of, appropriate responses to, and action outcomes that advance diversity in higher education and in the nation as a whole.

I want to express my gratitude to the Ford Foundation for its support of this project. I also wish to acknowledge and thank my colleague Frances Freeman, who lent her considerable talent and energy to the task of bringing this study to publication.

Paul J. Gallagher
Acting Executive Director

ACKNOWLEDGEMENTS

We, the ACCU/Ford Diversity Project at Barry University, are indebted to many. First, we thank The Ford Foundation for its financial support of this project and, in particular, program officer Edgar F. Beckham for his valuable ideas. We're also grateful to Jeanne O'Laughlin, OP, president of Barry University and former board chair of ACCU and her executive assistant, Peggy Albert, OP, Gene Autry, vice president for institutional advancement; David A. Molnar, director of institutional research; School of Education dean, Evelyn Piche, OP; and, graduate student, Kent R. Stewart, for his work on our bibliographic sections.

We thank Rev. Monsignor Franklyn M. Casale, president of St. Thomas University (FL), for helping us pilot test our first questionnaire draft and Mercedes Iannone, chair of the St. Thomas Affirming Diversity Task Force, as well as the members of that task force, for invaluable insights and feedback in the early brainstorming of our work.

We particularly want to thank the ACCU staff who conceived the project, found financial support for it, and then gave generously of their time and talents in helping us carry out this effort.

Last, but certainly not least, we thank those 86 responding institutions and responding individuals for making the effort to complete our admittedly lengthy 200-plus item questionnaire and, in certain remarkable cases, for going far beyond the call of duty to provide abundant responses to all items and then add tables, charts, and campus publications. We were, indeed, gratified by the Herculean efforts certain institutions made to tell us and others about their diversity work.

Although the above people have been instrumental in this study's realization, we alone are responsible for its accuracy and ultimate value to you.

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DIVERSITY CONTACT DIRECTORY

THE ACCU DIVERSITY PROJECT AT BARRY UNIVERSITY

Tom Foote
Barbara Buzzi
Rev. James M. Gaughan
Rev. Randall K. Wells

PART I
ETHNOCULTURAL DIVERSITY ISSUES

Ethnocultural diversity in our society and on our college and university campuses has increased substantially and will continue to grow. Tracy (1995) projects that: 1) by the year 2000, the combined Asian, Hispanic, Native American, and African American populations will make up more than 30 percent of the general American population; 2) by the year 2019, immigration will contribute more to population growth than births; and 3) by 2050, nearly 50 percent of the total US population will be Spanish-speaking.

As the populations of ethnocultural groups continue to increase in this country, college student demographics change as well (Axelson, 1993). Yet, according to some, the "culture" of academia remains largely conservative, neutral, and monocultural, reflecting the majority culture that has come to predominate through a variety of historical circumstances (Manning and Coleman-Boatwright, 1991). Indeed, throughout America's colleges and universities (and most of the Catholic ones studied here), faculty and administration populations are typically much less ethnoculturally diverse than student bodies. It is possible that many campus community members may simply accept the monocultural characteristics as a given.

Diversity in Higher Education

Diversity, in essence, describes our differences as humankind. Yet, with all of our differences, we are still human beings on a relatively small planet, each seeking to understand and to be understood. Isolationism is no longer an option in a technology-based, information-driven, internationally competitive world. The principles of equality, freedom of expression, and respect for beliefs and traditions of others are widely accepted by most in American society. Therefore, we might expect the same, or even greater, acceptance for diversity in colleges and universities. Barr and Strong (1988) assert, however, that "those who lead our colleges and universities have certainly expressed their support for these principles verbally. But, if we judge their commitment by looking at what they do instead of what they say, we might well question their sincerity" (p. 85).[1]

[1] Please refer to the list of references beginning on page 39 for all page numbers that appear in the text.

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The importance of diversity on college and university campuses receives extensive attention in recent literature (Anderson, 1988; Asante, 1991; Madrid, 1990; Rosser, 1990). In a study conducted by the American Council on Education and the Carnegie Foundation for The Advancement of Teaching (El-Khawas, 1989), college and university presidents reported the need for cultural diversity as one factor contributing to a higher quality of campus life. El-Khawas submits that presidents of doctorate-granting universities sense this need quite keenly—eight in ten consider this to be very important to improving campus life. Presidents at many comprehensive and liberal arts colleges also give this priority: 62 percent and 51 percent, respectively, cited it as very important for their type of institution.

Presidents reported cultural diversity as contributing to a higher quality of campus life.

Border and Chism (1992) summarize the ethical and pragmatic arguments in support of diversity:

Moral Argument: The grievances of under-represented social groups who have been denied access to higher education must be addressed.

Demographic Argument: To ensure survival in the long-term, it is in the pragmatic self-interest of universities to adjust the cultural balance within their student populations, as the number of traditional, white applicants decreases and the number of applicants of color increases.

Civic Argument: The nation's need for a skilled labor force, based on our economic structure, requires access to higher education for all citizens.

Enrichment Argument: The intellectual enterprise is enhanced by the dialogue of varied and diverse viewpoints, providing the promise of new energy and new ways of thinking.

Political Argument: Increasing campus intolerance, conflict, and violence require swift action.

Building on Levin, Jackson, and Corrigan, we would add the *Social, Economic, and Political Stability Argument.* Failure to assume leadership in establishing the value of and appropriate responses to diversity could, in the words of Stanford's Henry M. Levin, "threaten our economic welfare and even our social and political stability."

Racism On Campus

Many scholars charge that institutions of higher learning continue to reflect the racism present in American society (Chesler & Crowfoot, 1990; Joseph et al., 1990; Wilson, 1987). Terrell (1988) writes, "Within the last two years there has been a resurgence of overt and covert racially motivated acts . . . at the nation's colleges and universities" (p.82). San Francisco State University president Robert Corrigan (1995) refers to the new phenomenon of modern racism, which "is rooted in the belief that racial discrimination is a thing of the past, and people of color have only themselves to blame for their problems" (p.22).

Terrell (1988) describes the racism that has occurred at Aurora University, the University of Massachusetts, and Columbia University as

written and verbal abuses, physical attacks, and vandalism. In addition, Chesler and Crowfoot (1990) claim that consequential and insidious aspects of racism persist. "The very point of institutional racism is that organizational procedures can have discriminatory impact even if individual actors are unaware of such impacts and are nondiscriminatory in their personal beliefs" (p.202). Terry (1975) concurs with this distinction drawn between institutional and individual expressions of racism. He remarks that even people of good intention may perpetrate racism despite failure to commit overt abuses, but also states that, "As valuable as this distinction is, it ignores another crucial place for analysis—the cultural or belief system of the American that sets his orientation in the decision-making process" (p.43).

Even people of good intention may perpetrate racism.

Institutional Resistance to Diversity

Institutional resistance to diversity can be found in policies or practices that limit the progress of diversity initiatives. Barr and Strong (1988) list some more common barriers that include: 1) hiring and promotion practices for faculty, staff, or administrators, 2) admissions practices, including financial aid policies and procedures, 4) management of institutional investment portfolios, 5) budget decisions, 6) curriculum development, 7) content of course reading lists, 8) library acquisition policies, 9) selection of extracurricular activities, including campus speakers and entertainers.

Some believe, as we do, that higher education has a special role in responding to the above challenges. How to exercise that role? To begin, significant changes affecting curricula, faculty-student interactions, institutional policies, and campus climate must be made in order to serve a pluralistic student body.

Leadership and Diversity

The educational promotion of pluralism, anti-racism, and the appreciation of cultural diversity enables all of us to learn from each other and to grow (Kappner, 1989). However, diversity initiatives rely on support from the top level of leadership (Rosser, 1990). According to Rosser, university and college presidents must recognize and combat the existence of ethnic prejudice within the educational system. He asserts that "the university has been failing because its leadership has yet to confront fully its responsibilities to a growing third of our nation's people" (p.223).

Barr and Strong (1988) agree, stating that "in general, multicultural programs in higher education are supported by an institution's leadership as long as they are oriented towards responding to crises and/or focus on student and staff development" (p.86). They maintain that this attitude generates symptom-oriented programs that ignore widespread racism. These programs address racial problems as temporary institutional aberrations provoked by isolated events or phenomena.

The president of the institution bears both the authority and the duty to provide ethical leadership (Rosser, 1990; Trachtenberg, 1989). Presidents demonstrate this leadership by prominently including within

their priorities questions about the moral dimension of various issues, and ensuring an adequate and appropriate discussion of these questions (Perlman, 1990). Through this action, the president sets a tone contributing to the establishment of a moral campus community and society (Perlman, 1990; Trachtenberg, 1989). Tatum (1991) notes, ". . . the ethical tone for the institution is set by the president and the board. The idea is very old; if you want to reform something, begin with yourself—no matter who you are and how moral and correct a person you believe yourself to be" (p.195).

Leadership and Ethics

The ethical tone for the institution is set by the president and the board.

Rosser (1990) deems many current attempts to achieve diversity in higher education as inadequately conceived and/or expedient programmatic appendages. He proposes that the problem be addressed by responses founded on an infrastructure embracing the "American ethic" (p.225). This ethic employs two basic principles: a belief in a fundamental individual worth and inalienable rights; and a commitment to the democratic system as a guard of those rights. Rosser views ethical commitment as the necessary basis for appropriate administrative conduct.

Extensive support exists for the position that academe must uphold a high degree of ethical integrity and that the college president plays a crucial role in preserving integrity (Chambers, 1981; Perlman, 1990; Trachtenberg, 1989). Corrigan (1995) argues that colleges and universities, "are still looked to for a combination of practical and . . . moral leadership that is expected from no other societal institution" (p.22).

Chesler and Crowfoot (1990) also affirm the importance of higher education in promoting a just society; however, they stress the obstacles confronting ethical institutional decision making. "When the complex realities of organizational life are joined with the confusing and often contradictory nature of race relations in American life, we enter very difficult territory. Clear understanding of the relevant racial issues, let alone a capacity for morally wise and appropriate choice and subsequent behavior, is difficult." (p.196)

Ethical decisions lack practical value without expression through ethical conduct. College and university presidents must actively promote efforts to achieve diversity and equality in academe. Kappner (1989) deems it imperative that university and college presidents exert effort to demonstrate visibly their commitment to diversity initiatives. She asserts that they must set an example for administrative staff and faculty to follow. In being an example, the leader will validate his or her true values and beliefs. It's a matter of the walk matching the talk. When this fails, integrity and credibility are lost.

Smith and Reynolds (1990) insist that leaders seeking to ethically strengthen or change the campus culture utilize all opportunities to promote discussion and clarification of institutional values. They suggest that leaders "bring to these occasions a strong sense of values they believe must be preserved or nurtured" (p.29). The importance of interaction

and, more specifically, of dialogue with the students and other members of the campus community may serve as a crucial component of an ethical administrative decision-making process.

Approaches to Diversity

Many universities are developing more effective institutional approaches to multiculturalism. The Washington Center (Schmitz, 1992b) reports that more than a third of all colleges and universities have a multicultural general education requirement and offer course work in ethnic and gender studies. Educational leaders "are asking fundamental questions about what students should know, what they should know how to do, and what kinds of values and habits they need to develop to be effective citizens in a multicultural society," says Schmitz (p.4). She describes the lessons learned by the 63 institutions participating in the Cultural Legacies project, sponsored by the Association of American Colleges and Universities. In revising their core curricula to include cultural pluralism, these features emerged from strong programs: embodiment of institutional philosophy, mission, and identity; student needs assessment as part of the process; and incorporation of adequate resources, faculty development, and a range of pedagogies into the programs.

More than a third of all colleges and universities have a multicultural general education requirement.

LaBarre and Lang (1992) describe the institutional transformations that occurred at two church-related, liberal arts colleges in their efforts to educate a pluralistic student body. They found several change strategies to be essential: philosophical commitment, strong leadership, effective communication among all constituencies, flexible planning, and funding. A focused mission and a coherent curriculum were critical in the process of affirming diversity.

While there exists a national trend toward affirming multicultural diversity in higher education, progress has been uneven. Schmitz (1992a) describes three discernible phases that college campuses may experience in addressing cultural pluralism:

Access—involves opening the doors of higher education to previously excluded groups of students. This change, rather minimal, comes about as a result of protest, struggle, or law and is not due to moral or intellectual inquiry.

Accommodation—courses and programs in ethnic and women's studies are added to the curriculum; diversity is 'celebrated;' and colleges work to instill 'tolerance' in their students. The newcomers are still expected to fit into the existing structures and may see this phase as requiring their assimilation to dominant cultural norms.

Transformation—a fundamental shift occurs when faculty and administrators come to realize that institutional structures and practices must be reviewed and changed in order to build a truly inclusive campus environment for all students.

Steps Toward Diversity

A major change in the evolution of approaches to social diversity on college campuses is occurring. No longer are students from under-repre-

sented social groups expected to simply conform to pre-existing college norms. Faculty and administrators are more open to the diverse perspectives these students bring to the campus and classroom (Hardiman & Jackson, 1992).

Gordon and Strode (1992) suggest six steps in implementing change for higher educational institutions seeking to improve or implement diversity efforts:

Promote campus-wide commitment. The commitment of everyone, from president and boards to line and staff people to faculty to students, is needed to make the changes that can affect behaviors and then attitudes.

Increase awareness of issues. All segments of the community should be exposed to issues pertaining to diversity through publications, lectures, meetings, programs, and extensive formal and informal interaction.

Many under-represented students abandon institutions that prove insensitive to their needs.

Modify behavior. Appropriate and acceptable behavior should be defined and this definition widely disseminated.

Advocate structural change. The institution should model behavior through structural changes that affect not only policies and procedures, but also organization makeup, communication channels, and financial priorities. Such changes reflect the institution's strong commitment to create lasting change.

Personify individual commitment. Commitment from those in the position to mandate and institute such changes may not be forthcoming. Nevertheless, individual, personal commitments have been and can be made by those who are in a position to influence both other administrators and students.

Model personal behaviors that foster diversity (patience, persistence, and risk-taking). Patience is needed, for the process of changing attitudes is a gradual one. Persistence is required because the changes must be made for the higher education community to remain viable in today's world (pp.97-98).

Summary Of Research Findings

Genuine, long-term diversity programs will flow from an institution's moral and ethical fiber. Ultimately, however, a truly multicultural transformation of the campus requires committed leadership on the part of the college or university president, administration, faculty, staff, and student population.

Institutions failing to promote and implement diversity initiatives aid in the replication of programs, policies, and procedures that are at once unjust and ineffective. These programs, policies, and procedures prove unjust because they demonstrate a lack of concern for the good (respect and fair treatment of all members of the campus community), and ineffective because many under-represented students abandon institutions that prove insensitive to their needs. Barr and Strong (1988) advocate a commitment to change these unethical policies, but admit, "Any institution that genuinely takes on this challenge takes on years of struggle" (p.89).

The responsibility to initiate diversity efforts in higher education, however, seems to fall, to a great extent, on the shoulders of the institution's president. Corrigan notes, "We need to use the full power of presidential leadership to build campus support for a set of values that includes respect for diversity and commitment to providing a positive climate for people of very different backgrounds" (Corrigan, 1995, p.23).

DIVERSITY AT CATHOLIC COLLEGES AND UNIVERSITIES

According to the 1993 ACCU publication, *Catholic Higher Education: An American Profile*, of the fall 1990 total FTE enrollment on our campuses, 22 percent were African Americans, Native Americans, Alaskan Natives, Asian Americans, Pacific Islanders, and Hispanic Americans combined. This compared to 20 percent at independent institutions and 19 percent at four-year state schools.

The Roots of Diversity in Catholic Tradition

The creation event of the Old Testament book of Genesis sets the tone and challenge of openness and unity for those who profess belief in the Judeo-Christian God. "God created man in his image; in the divine image he created him; male and female he created them" (Gen 1:27). Herein lies a unity between humanity and Creator, which should reflect itself in the way societies deal with their members.

Throughout the New Testament, the inspired word of God reminds us that any sort of discrimination has no place in the Christian community: "There is no Greek or Jew here, circumcised or uncircumcised, foreigner, Scythian, slave or freeman. Rather, Christ is everything in all of you" (Col. 3:11). The lessening of the dignity of any person represents a direct contradiction of the Scriptural text.

The Acts of the Apostles also reflects the importance of unity: "Those who believed shared all things in common; they would sell their property and goods, dividing everything on the basis of each one's need" (Acts 2:44). The mandate of shared living and selfless acceptance of all those in the community is seen not as a burden, but as the concrete actualization of the theological call to holiness.

The early Christian writers held that the unity of humanity was a reflection of the creative genius of God. Augustine wrote in his classic, *The City of God*, that the Scriptural creation story points to unity. In his view, Augustine sees the first parents as part of the divine plan of unity: ". . . by this means (of shared parenthood) the unity of society and the bond of concord might be more effectually commended to him, men being bound together not only by similarity of nature, but by family affection" (XII,21). The union of Adam and Eve, coupled with the concept of the oneness of humankind, places the modern world into an ancient and sacred bond.

More recently, the theology of the Second Vatican Council allows no room for discrimination or exclusivity--for political, social, gender, or racial separation or distinction. In a sweeping challenge to its members, the postconciliar church declared through Vatican II:

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> All peoples comprise a single community and have a single origin, since God made the whole race of men to dwell over the entire face of the earth against the day when the elect will be united in that Holy City . . . there is in Christ and in the Church no inequality on the basis of race or nationality, social condition, or sex . . . (cf. Wis. 8:1; Acts 14:17; Rom.2:6-7; I Tim. 2:4) (cf. "Non-Christian Religions," *Documents of Vatican II*, pp.660-661).

As an ongoing process, Vatican II calls humanity to live in the light of renewal and self-examination. The admonition against inequality extends to every dimension of the Catholic community.

Catholic universities also have been called upon to respond to the sociocultural changes of the nation in light of the mandate from Pope John Paul II. In his apostolic constitution on Catholic colleges and universities, *Ex corde Ecclesiae*, he has called for a new evangelization—new in its fervor, its method, its expression, and in its fullest exposure of the social doctrine and teaching of the universal church, rooted in the sacredness of all creation and the dignity of the human person. The pope prescribes that every Catholic college and university assist in the protection and advancement of human dignity and of a cultural heritage through research, teaching, and service to the community (1990, par.12).

Meeting the Challenge

The challenge of reexamining institutional identity and mission in the light of diversity is rooted in the fact that educational institutions are themselves cultural constructs embedded in their own peculiar cultural time and space. No matter how hard they try to establish themselves as neutral places where all cultural claims are subjected to the same objective scrutiny, institutions cannot shed the specific cultural past that has created their endowments—their buildings and financial resources, the composition of their faculties and student bodies, their history. And that is, if not as it should be, certainly as it must be. For in the intercultural discourse that will characterize American higher education for the foreseeable future, each institution will serve both as forum and participant, as playing field and player.

We found the following comment by Ford Foundation program officer Edgar Beckham to be especially insightful:

> To be sure, the reexamination of mission can be problematic, for it may reveal an institution's complicity in historical patterns of exclusion that complicate the demographic picture by introducing the issue of equity. At a more fundamental level, the reexamination may be seen as placing an institution's traditional self-understanding at risk. Depending on the sources of that self-understanding, the reexamination, if it is honest, open, and critical, can even threaten to undermine the institution's effectiveness.
>
> . . . This challenge is most interesting, and perhaps most fruitful, in institutions whose cultural identity and heritage are explicit and easy

to locate on the cultural landscape. Institutions with a religious heritage are a prime example. They assert their mission in terms of this heritage, thus identifying themselves culturally and shaping the context in which they engage other cultures. They also challenge those from other cultures to acknowledge the authenticity of the institutional heritage, whether or not they are inclined to accept the truth of its declarations. This creates the possibility of a more honest discourse. Indeed, at an institution whose cultural heritage is less explicit, the intercultural tension may be greater precisely because the institution has difficulty acknowledging its cultural identity and, as a result, may appear equivocal to those who have been excluded.

The Catholic mission and identity of our institutions is, therefore, the foundation on which issues surrounding diversity are considered.

At an institution whose cultural heritage is less explicit, intercultural tension may be greater.

The works of Barr and Strong (1988), Corrigan (1995), Manning and Coleman-Boatwright (1991), Schmitz (1992a), and the documents of Vatican Council II (1966) support this position and go even further. They suggest that if our ethic and heritage call for the inclusion of all peoples in the salvific love of God, then it is not enough to talk about mission and vision and their reflection in a vital, loving, and inclusive community. In the fullest commitment to diversity and multicultural society, it is incumbent on Catholic colleges and universities to provide leadership and models for the church, the community, and all levels of the educational enterprise.

Zingg's (1991) hypothetical tale of two institutions of Catholic higher education, based on composites of a number of actual colleges, also underscores this responsibility. In respecting the dignity of all persons, says Zingg, there is "a recognition that various ethnic groups and races and proponents of dissimilar religious, political, and personal beliefs have a right to engage their differences, as well as their similarities, in an atmosphere of receptivity and a process of mutual enrichment. These are standards worth articulating and there should be no firmer voices than those of the Catholic academy" (p.44).

PART II
PROJECT OBJECTIVES

To respond to the problems and issues presented, the goals of this project were to:

seek information on Catholic institutions, including programs, approaches and individuals working on diversity, that might be useful to others involved in diversity efforts;

explore the effect of Catholic identity, institutional mission, leadership, and other variables on those programs;

test the hypothesis that an institution with a strong identity best facilitates community among heterogeneous groups, and that the religious character of an institution facilitates, in a unique way, the development of community in the context of multiculturalism;

articulate and disseminate the resulting knowledge in ways that help foster thriving heterogeneous campus communities; and
share lessons learned that might help interested campus communities apply tried and proven approaches to affirming, and making the most of, diversity within and beyond those communities.

METHODOLOGY

To fulfill the above objectives, the diversity project team at Barry University did the following:

1. Searched the literature for the best questionnaires involving diversity and gleaned from them the best items to use on the project questionnaire.
2. Drafted a "Campus Diversity Questionnaire" and had several ACCU member institution presidents and others pilot test and critique it.
3. Made revisions to the questionnaire.
4. Sent the final 12-page "Campus Diversity Questionnaire" to all 198 member ACCU institutions in the United States in fall 1994—to presidents, or where we had the relevant information, to the institution's equivalent of a multicultural office or officer. Responses were received from 86 institutions, yielding a response rate of 44 percent.
5. Made selected follow-up telephone calls and mailings to non-respondents, or to respondents whose answers were in any way unclear.
6. Loaded all numeric and comment responses (211 fields per institution) into our computer data base and ran statistical analyses; cut and reshaped hundreds of pages of detailed data print outs according to the following criteria: a) what respondents told us they wanted to see in this report (Item V-H of the questionnaire); and b) what would best respond to the research questions and overall objectives of the study.

Description of the Sample

At the outset, we had no intention of obtaining a sample that would be representative of ACCU membership or the nation's Catholic colleges and universities as a whole. That is, our objectives were not to generalize to a larger population, but rather to learn as much as possible from those willing to respond—so that others might learn from their experiences.

The sample, however, may fall short in another, more serious, respect. Due to resource limitations, we designed the study to sample only one officer from each institution. While the responses we received were largely candid, we feel that a more complete study would go beyond what we did and examine the grass roots *effects* of diversity efforts by surveying samples of students, faculty, staff, and administrators. This surely would

give us a deeper and even more accurate view of diversity efforts and their community-wide effects. We have begun to design such a study, and, with the availability of additional funding, we will continue this work.

Definition of Terms

To what extent are the nation's Catholic colleges and universities responding to the growing diversity on their campuses? Before trying to answer this question, we asked just what is meant by diversity, multiculturalism, and associated terms, in reference to higher education?

A buzzword for the 1980s, according to Manning and Coleman-Boatwright (1991), diversity has come to mean more than ethnic or cultural differences. The *American Heritage Dictionary of the English Language* (1993) defines diversity as "the fact or quality of being diverse; difference; the quality of being made of many different elements, forms, kinds, or individuals."

Diversity today is not limited to variations in national origin, religion, race, and ethnicity.

Yale professors Gordon and Bhattacharyya (1992) state, "Our recognition of human diversity today is not limited to variations in national origin, religion, race, and ethnicity; it also includes the diversity of gender, sexual orientation, caste, class, and language" (p.407). They contend that cultural diversity refers to all of these social divisions, as they are means by which persons identify themselves (or are identified). This definition is close to Axelson's (1993) broad concept of culture: any group of people who identify or associate with one another on the basis of some common purpose, need, or similarity of background (Axelson, 1993). Auerswald (1990) extends this idea further, saying that "the word *culture* denotes a group of people who are connected by a collectively held set of myths, beliefs, customs, taboos, modes of expression and communication, and practices that determine the manner in which members of the group comport their everyday lives in relation to each other" (p.31).

Manning and Coleman-Boatwright (1991) contend that the word *culture* is ambiguous and susceptible to many definitions and interpretations. If cultures are formed by history, past experience, and tradition, then they ask, "Whose past, traditions, actions, and experiences are embraced within our institutional structures. . . curricula of schools, and represented in the art and architecture of campus environments?" (p.368). The answer often is not those of today's diverse student population as described by Marchesani and Adams (1992). They note the increasing numbers of "women, students of color, older, part-time, and international students, as well as students with various disabilities and a range of sexual orientations" (p.9) in the classroom. This diversity is a result, they note, of the educational equity efforts of the 1960s, along with changes in demographics, immigration patterns, and greater variability in the sequencing of higher education in relation to work and family.

This diversity, described by Adams (1992), includes: "members of social and cultural groups who are targets of individual prejudice as well as institutional and cultural discrimination, specifically, African American, Asian American, Latino, and Native American students; all women; gay,

lesbian, or bisexual students; students with a range of physical and mental disabilities; Jewish and other 'minority' cultural and religious groups that have historically been denied access and experienced hostility and harassment on American college campuses" (p.4).

Terminology and language are important to any sensitive discussion of diversity. Adams (1992) recommends using language that is clear, neither inaccurate nor pejorative, and preferred by those so identified. Using such terms as *African American* or *European heritage* focuses attention on identities shared among peoples of common ancestry. The term *people of color* may be used to designate all nonwhite persons, while the terms *majority, minority,* or *under-represented* refer to specific collegiate social group proportions. The terms *dominant* and *targeted* may suggest unequal societal intergroup relationships, especially for those groups who are targets of individual and/or institutional discrimination. She advocates the use of terms *black* and *white* when racism on the basis of skin color is being explored. We have attempted to follow these guidelines in our use of language for this project.

Terminology and language are important to any sensitive discussion of diversity.

Final Report

Our final report includes summarized data on specific activities, programs, and events that were successful (and those that were not); highlights 13 institutions that stood out (in our entirely subjective opinion), as doing exemplary diversity work; and offers bibliographic materials. An attachment to the report provides a "Diversity Contact Directory."

PART III
QUESTIONNAIRE ITEMS AND SUMMARY OF RESPONSES

It is important to note that the 86 responding institutions were quite uneven in the number of items to which they responded and the extent to which they responded to any given item. For example, one institution sent a one-page letter, while others sent continuation pages to our questionnaire and numerous diversity documents and curricular materials. The resulting detailed quantitative and textual information, while uneven, was substantial.

After loading responses into our data base, and running selected numerical responses through a statistical package, we faced literally hundreds of pages of detailed print outs that required radical surgery and shaping to become meaningful summary of information. Therefore, what appears in the following summary is only a fraction of what we received—though we have retained hard copy of all responses, much of which has been loaded into our PC-resident data base at Barry University.

The criteria for cutting flowed from: 1) what most accurately and informatively responded to the original research questions and overall objectives of the study; 2) information respondents told us they wanted to see in this report; and 3) data that would be most useful in supporting presentations and discussions at the sessions on diversity at the ACCU conference at the University of St. Thomas.

I. YOUR INSTITUTION

A. (1) Please describe for us any special characteristics of your institution so that we may better understand the context in which your campus operates.

This item was answered most often with information about the diversity that was present, or not, in the local, geographic area, and whether the institution was located in an urban or rural setting. Many respondents compared the diversity of their student body to that of the local community. General statistics were mentioned, such as size, existence and number of professional schools, etc.; unique characteristics, e.g., number of campuses, community involvement, and all-women or all-commuter student bodies.

What appears in the following summary is only a fraction of what we received.

(2) Please include a copy of your institution's mission statement with this survey.

The 45 mission statements submitted were examined to learn the extent to which they reflected goals related to: 1) the Catholic identity, or Judeo-Christian Catholic character of the institution; and 2) the institution's commitment to diversity.

Among the statements, the term *Catholic* or *Roman Catholic* appeared in 35 of them. Other religious terminology used included *Judeo-Christian* and/or reference to a particular religious order, congregation, or community that administers the institution.

A theme in nearly all the statements was the reference to such terms as *values, ethics, truth, justice,* and *responsibility.* Many called for active involvement in living out Catholic social and moral responsibility, exemplified by stated goals of collaboration with the wider community through service and educational out-reach. For example, some institutions stated that they "must strive for a human community of justice, mutual respect and concern;" "foster . . . ethical and religious values and a sense of social responsibility;" and "promote the moral, spiritual, and religious values of students."

The majority of the mission statements referred to diversity, at least indirectly, using language like "respecting . . . the unique characteristics . . . of students," and "attention to the student as an individual," and placing the school "in an environment of mutual respect and concern for persons." Others were more direct, calling for "the education of undergraduate and graduate students from diverse ethnic, racial, and religious backgrounds;" or seeking "an institution-wide culture that welcomes diversity;" or "[an] openness to the pluralism of American society and awareness of the international nature of our culture, economy, and social order." Still others went so far as not to "condone any other violation of human dignity . . . and [pledged to address] violations of human dignity through a variety of procedures, such as those dealing with sexual harassment, freedom of expression, and hazing.

Clear diversity statements were seen in some mission statements and printed materials. For example:

> Especially intolerable in view of the university's commitment to respect for the person are offenses directed against persons because of their race, religion, ethnicity, gender, or sexual orientation.
>
> Our vision concerning cultural diversity is . . . to be a truly world class comprehensive university where the various domestic ethnic groups and international communities are represented in ample numbers in an environment of mutual respect and appreciation—all pursuing our common goals of academic excellence and the promotion of justice and service to society.

Overall, while the submitted mission statements were rich with references to religious dimensions and diversity, this study highlights the need—particularly in the context of diversity efforts—for future research to explore the extent to which mission statements are consistent with actual (or perceived) behaviors on campus.

B. What was your institution's total operating budget for fiscal year 1993-1994?

Of the 82 institutions reporting total budget, the median total budget was $21,330,000. The largest total budget was $716,918,401.

1. What was your budget for institution-funded scholarships for fiscal year 1993-1994?

Of the 81 institutions reporting institution-funded scholarships, the median was $2,550,947 and the maximum was $37,062,882.

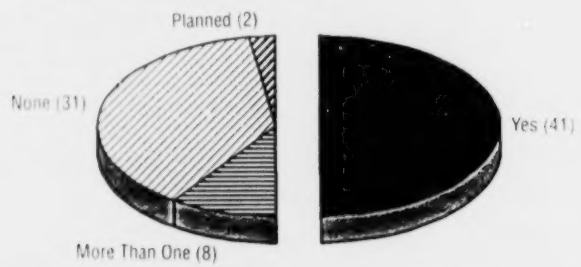
2. Of that figure, what was the amount restricted specifically to minority student scholarships?

Responses to this item were scarce and varied, yielding no substantive themes or patterns to summarize.

3. What were your institution's allocations targeted specifically at programs to enhance diversity for fiscal year 1993-1994?

Of the 80 institutions reporting diversity allocations, the median was $13,927, and the maximum was $2,474,778.

4. Does your institution have a special officer, or office, dedicated specifically to diversity or multicultural affairs?



Of the 86 reporting, almost half (41) had one office dedicated to diversity issues. Eight schools had more than one office.

C. Main diversity officer's name and phone number (if different from respondent's name, given at the beginning of the survey):

The considerable information provided here has been placed in the "Diversity Contact Directory" appended to this document.

D. Please, as best you can, provide estimates (however rough) of the numbers of administrators, faculty, staff, and students your institution has of the indicated ethnic groups:

(Valid cases in this and other charts refers to actual numbers reported.)

	ADMIN.	FACULTY	STAFF	STUDENTS
1. ASIAN				
MEAN	1.44	8.80	15.17	112.30
MAXIMUM	8	132	606	893
VALID CASES	61	77	72	85
2. BLACK				
MEAN	5.27	4.97	55.05	205.43
MAXIMUM	36	54	2,232	2,342
VALID CASES	66	74	77	84
3. CAUCASIAN				
MEAN	71.09	174.30	243.09	2,343.43
MAXIMUM	320	1,436	4,115	9,219
VALID CASES	81	82	81	85
4. HISPANIC				
MEAN	2.50	4.70	16.41	145.83
MAXIMUM	29	56	250	1,753
VALID CASES	58	75	67	85
5. NATIVE AMERICAN				
MEAN	0.20	0.39	0.93	12.55
MAXIMUM	2	3	8	123
VALID CASES	55	61	60	79
6. TOTALS				
MEAN	79.25	197.85	305.64	2,963.75
MAXIMUM	367	1,678	5,753	12,617
VALID CASES	81	81	81	85

E. Of your total number of students indicated in line 6 above, roughly how many are:

	VALID CASES	MEAN	MAXIMUM
1. Undergraduate	85	2,138	6,763
2. Graduate	79	69	6,238
3. Residential	79	88	4,082
4. Commuter	79	2,026	9,317

The response rate to these items was high. The responses indicate that the responding institutions serve: 1) an average number of undergraduates (2,138) that is almost three times the average number of graduate students (769); and 2) an average number of commuter students (2,026) that is almost three times the average number of residential students (788). The high maximum counts relative to the respective mean in all four items indicates that their distributions are most positively skewed by the larger institutions.

F. The Federal Student Right to Know and Campus Security Act (PL 101-542) requires colleges to keep completion/graduation rates by ethnic group. What are those rates for the following ethnic groups in your institution?:

1. Asian 2. Black 3. Caucasian (not of Hispanic origin)
4. Hispanic 5. Native American 6. Other (please specify)

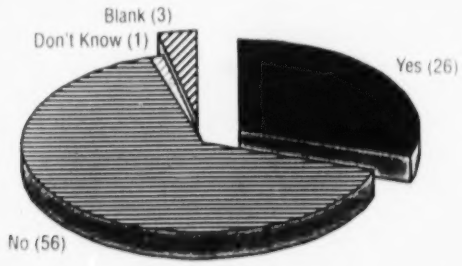
Responses to this item were provided not only in the requested percentages, but also in terms of student counts. Given the variety of ways in which figures were calculated, the data were not consistent and could not be reported accurately.

G. Your campus has how many student clubs or organizations associated with the following cultural or ethnic groups? Please indicate the organization names (e.g. Black Caucus, Puerto Rican Students Association, Vietnamese Club, etc.).

		FREQ OF STUDENT ORG					MAX/		SAMPLE MEAN/
ETHNIC GROUP	VALID CASES	1	2	3	4	>4	INSTIT	TOTAL	INSTIT
1. Asian	72	20	6	1	0	5	12	71	0.99
2. Black	76	36	5	6	1	5	12	106	1.39
3. Hispanic	73	32	6	2	1	1	7	61	0.84
4. Native American	66	11	0	1	0	0	3	14	0.21
5. Other(s) (Please specify)									

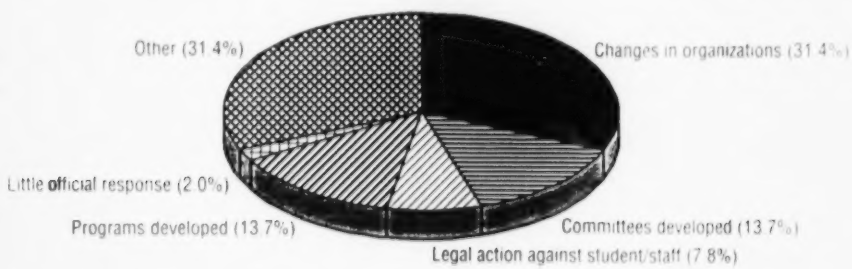
The table shows that of the 72 institutions offering a count for their Asian organizations, 20 had one Asian organization, six had two, one had three, two had five, one had six, one had eight, and one had 12. Thus, five institutions reported having more than four organizations, and the maximum organizations for any given institution was 12. Summing across all 72 institutions responding to this item yielded a total number of Asian organizations equal to 71. Dividing the 71 reported Asian organization by the 72 reporting institutions yielded a sample mean of 0.99 Asian organizations per institution. Entries for the remaining ethnic groups were all obtained the same way.

H. In the past two years, has your campus experienced or been accused of any actual or alleged incidents involving race/discrimination? (e.g., violence toward particular students or staff, increased racism evident on campus)



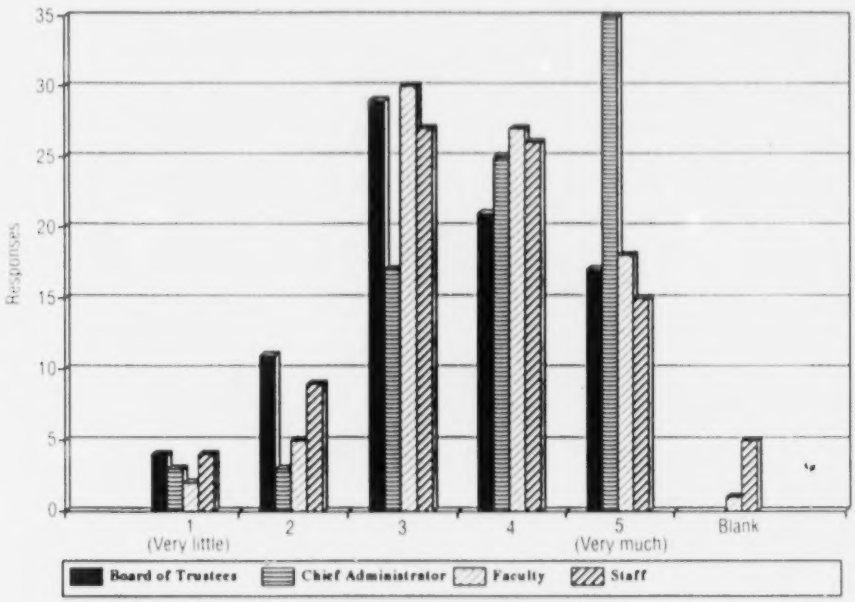
Overall, 26 institutions reported racial/discrimination incidents, while 56 reported none. These incidents ranged from verbal harassment to gay-bashing between students and included employee complaints. Graffiti and name-calling were the most common. There was one reported incident where police intervention was involved. Security staff members have harassed students of color. Off-campus incidents have led to expulsion. Discrimination has been alleged in the handling of racism complaints and racism claimed when students were dropped from programs. Subtle racial tensions were reported by several schools.

1. How has the institution responded? (Please check all that apply.)

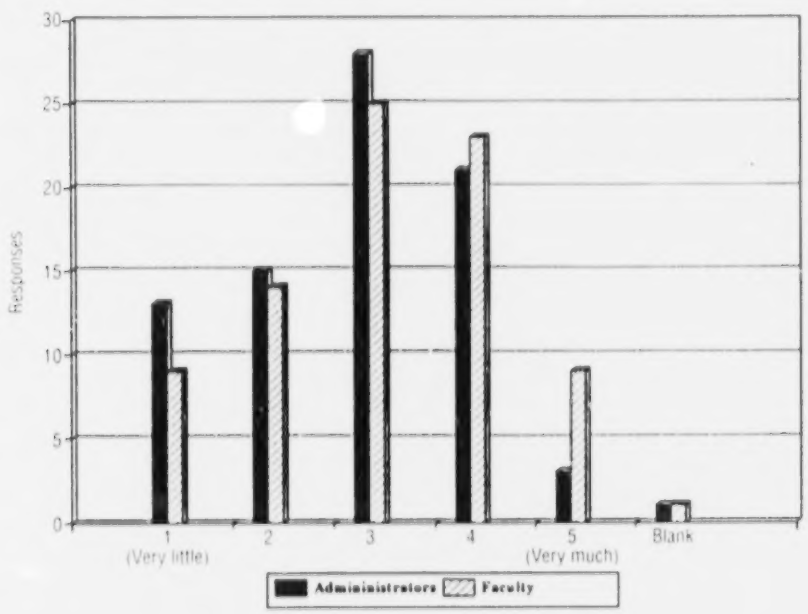


More than 60 percent of the 26 universities reporting incidents selected the response indicating changes in policies, procedures, or organizations. Seven institutions said they have dealt with racial incidents by developing multicultural committees or programs. Sixteen colleges described specific responses, including: internal investigations; review of human rights policy for greater clarification; creation of a task force on race relations; involvement of human rights officer; action of expulsion and suspension by university president affecting two students; charging and finding a student guilty of hazing; settling a lawsuit; discussions with those involved; coordinating efforts to sensitize others and eliminate the problem; moving more rapidly to meet demands for ethnic study courses and faculty of color; and, meeting with leaders of historically black student organizations to address public allegations.

I. To what extent have the following groups made an informed and demonstrated commitment to the education of a diverse student body?



J. To what extend does your institution actively recruit the following, in order to reflect the diversity of the U.S. population?

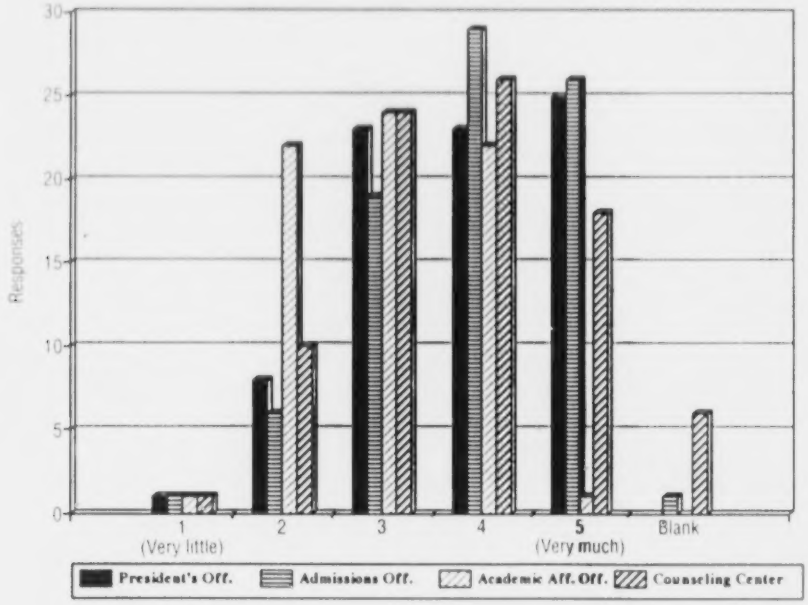


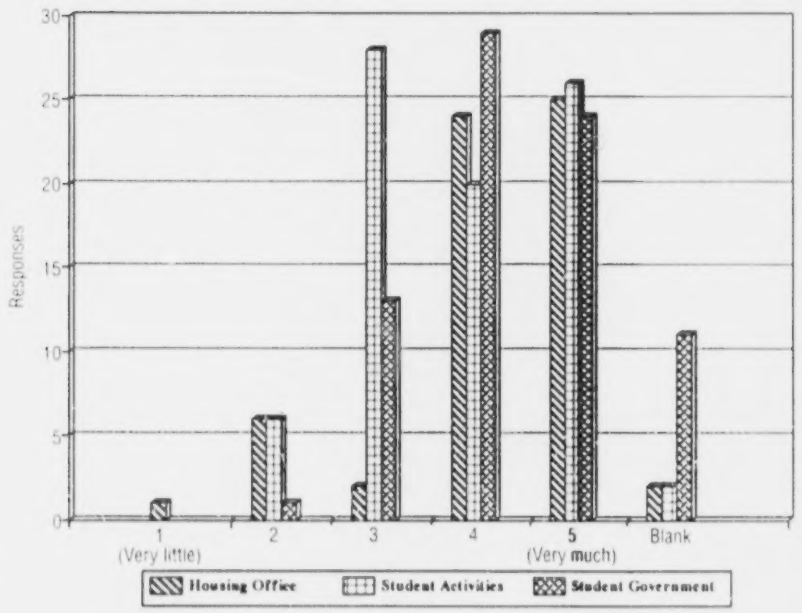
II. CAMPUS ACTIVITY

A. Have there been public or formally organized discussions or conversations about the role of ethnic diversity on campus?

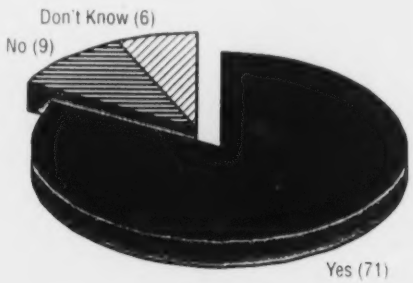
Yes–73 No–6 Planned–1 Blank–6

B. How much attention is given to issues of diversity by the following?





C. In the past two years, has your institution sponsored programs specifically targeted at promoting diversity in the overall campus environments?



D. Have efforts to promote diversity been directed toward the following audiences, or do you have efforts planned?

	#	%		#	%
1. All students:			**2. Residence hall students or staff:**		
Yes	67	78.00	Yes	58	67.50
No	3	3.50	No	4	4.50
Planned	3	3.50	Planned	4	4.50
Blank	3	15.00	Blank	20	23.25
3. Student organization members:			**4. Faculty:**		
Yes	56	65.00	Yes	60	69.75
No	12	14.00	No	8	9.25
Planned	2	2.25	Planned	3	3.50
Blank	16	18.50	Blank	15	17.50
5. Staff:			**6. Administration:**		
Yes	50	58.25	Yes	52	60.50
No	10	11.50	No	10	11.50
Planned	7	8.25	Planned	7	8.25
Blank	19	22.00	Blank	17	19.75
7. Fraternity/sorority:			**8. Student organization advisors:**		
Yes	9	10.50	Yes	37	43.00
No	24	28.00	No	28	32.50
Planned	3	3.50	Planned	3	3.50
Blank	50	58.25	Blank	18	21.00
9. New students:			**10. Others (parents, community members, etc.)**		
Yes	3	61.25	Yes	38	44.25
No	8	9.25	No	22	25.50
Planned	5	5.75	Planned	3	3.50
Blank	20	23.25	Blank	23	26.75

E. Have the following kinds of diversity efforts been made?

	#	%
1. Workshops and training lessons:		
Yes	69	80.25
No	3	3.50
Planned	1	1.25
Blank	13	15.00
2. Elective courses in the academic curriculum:		
Yes	58	67.50
No	9	10.50
Planned	3	3.50
Blank	16	18.50
3. Required courses in the academic curriculum:		
Yes	32	37.25
No	29	33.75
Planned	9	10.50
Blank	16	18.50
4. Request made to departments to address diversity:		
Yes	54	62.75
No	17	19.75
Planned	2	2.25
Blank	13	15.00
5. Orientation programs:		
Yes	55	64.00
No	13	15.00
Planned	3	3.50
Blank	15	17.50
6. Mentoring opportunities:		
Yes	52	60.50
No	14	16.25
Planned	5	5.75
Blank	15	17.50
7. Sensitivity training:		
Yes	51	59.25
No	17	19.75
Planned	3	3.50
Blank	15	17.50
8. Special events to celebrate different cultures:		
Yes	70	81.50
No	1	1.25
Planned	2	2.25
Blank	13	15.00
9. An affirmative action statement in the government constitution:		
Yes	23	26.75
No	33	38.25
Planned	7	8.25
Blank	23	26.75
10. Special funding of student-initiated intercultural programs:		
Yes	53	61.75
No	16	18.50
Planned	3	3.50
Blank	14	16.25
11. Leadership development opportunities:		
Yes	62	72.00
No	11	12.75
Planned	4	4.75
Blank	9	10.50
12. Increasing opportunities for non-classroom, or informal interaction between students and faculty:		
Yes	55	64.00
No	11	12.75
Planned	5	5.75
Blank	15	17.50
13. Other:		
Yes	17	19.75
No	1	1.25
Blank	68	79.00

F. Again, in the past two years, which diversity-related events, programs, or efforts, have been:

1. MOST successful?

Responses to this item were abundant and rich with good ideas that proved successful in practice. Most often noted were: celebrations of diversity, cultural events (arts, foods, theater), faculty involvement (workshops, seminars), curricula revisions (required courses), diversity plans. Among the many specific examples shared were:

- Presidential statement on cultural pluralism
- Inclusion of multicultural component in the educational vision statement
- Action plan for diversity
- Racism workshop each term
- All-campus forum on racism
- Panel discussion on interracial marriage
- Theatrical productions on racial differences
- AHANA (African, Hispanic, Asian, Native American) student achievement dinner
- Total implementation of a nationally recognized 18 credit-hour cultural foundations sequence in the general education curriculum required of all students
- Program dealing with hate crimes
- Presentation by a former member of a white supremacist organization
- "Social Justice Jeopardy" (a game)
- Producing a diversity calendar of events for local community
- Introducing a prejudice reduction curriculum to area schools
- Running a minority mentoring program
- Multicultural summit involving the entire community
- Creation of "Diversity Educator Program"
- Celebrations and events including Martin Luther King Day, International Day Fair, Fear No People Week (engaging entire campus community), Multicultural Diversity Awareness Week, Celebrating Differences Week, Week of Diversity, Black History Month
- Multicultural discussion groups
- Three-day retreats off-campus for administrators, faculty, staff, students

2. LEAST successful?

Most often noted were: student workshops (poor attendance), participatory events, training programs, curriculum changes (resistance), difficulty recruiting minority administrators. The most frequently mentioned inhibiting factor was a lack of a diverse population on campus (with respect to administrators, faculty, students, and staff), and in the surrounding community. Specific comments included:

The failure of senior level administrators to come out and say as emphatically as possible that diversity is valued
Lack of a plan—lack of 'concrete' initiatives
Fear of change
Unexpressed, but real racism
Mission unclear
Programs that tend to isolate a group and cause defensiveness
Student planned events without faculty collaboration
Difficulties in eliminating Eurocentric core curriculum
Inadequate marketing of programs
Difficulty recruiting minority administrators—pool is limited
Budget constraints in the hiring of faculty
Lack of publicity and ownership
Campus race relations
Program dealing with feminism/gay/lesbian orientation
Caucasian students feel unwelcome
Sensitivity training (wrong trainers)
Program scheduled without input from African American student group

III. CULTURE AND CLIMATE

To what extent are the following statements descriptive of your institution?

	1 (Not Descriptive)	2	3	4	5 (Very Descriptive)	No Response

A. The campus climate is friendly and caring, one in which students feel welcome and valued for themselves.

#	0	1	11	32	39	3
%	0.00	1.25	12.75	37.25	45.25	3.50

B. Individuals on the campus take a personal interest in students. They affirm students as persons in terms of potential, talents, and uniqueness.

#	0	0	4	35	44	3
%	0.00	0.00	4.75	40.75	51.25	3.50

C. Cultural awareness sessions are held for administrators, faculty members, and support staff.

#	3	17	21	16	14	5
%	15.00	19.75	24.50	18.50	16.25	5.75

D. The orientation program for students emphasizes cultural sensitivity as part of its content.

#	7	11	20	21	23	4
%	8.25	12.75	23.25	24.50	26.75	4.75

	1 (Not Descriptive)	2	3	4	5 (Very Descriptive)	No Response

E. Administrative offices seem to work together to promote diversity.

#	5	10	25	30	12	4
%	5.75	11.75	29.00	35.00	14.00	4.75

F. Campus social, cultural, and educational organizations produce a program that includes the celebrating of the international and multicultural heritages of the students.

#	5	4	18	33	22	4
%	5.75	4.75	21.00	38.25	25.50	4.75

G. Need-based financial aid is made available to diverse students.

#	4	0	8	25	44	5
%	4.75	0.00	9.25	29.00	51.25	5.75

H. The college will/does admit a sufficient number of students from all ethnic groups so that they have a supportive peer group on the campus.

#	6	13	21	22	16	8
%	7.00	15.00	24.50	25.50	18.50	9.25

I. Intensive academic advising and/or monitoring is provided to all students during their first year in the program.

#	2	5	10	29	35	5
%	2.25	5.75	11.75	33.75	40.75	5.75

J. Opportunities have been provided to prepare faculty on alterative teaching methodologies (e.g., other than the lecture method).

#	6	6	21	28	18	7
%	7.00	7.00	24.50	32.50	21.00	8.25

K. A learning resource center provides students with the opportunity for individualized instruction and peer tutoring.

#	4	1	7	19	49	6
%	4.75	1.25	8.25	22.00	57.00	7.00

L. Students have access to effective diversity-trained and diversity-sensitive counselors to help them with their personal problems.

#	3	8	21	30	17	7
%	3.50	9.25	24.50	35.00	19.75	8.25

M. The college maintains a library with holdings that feature diversity and multiculturalism.

#	4	11	22	33	12	4
%	4.75	12.75	25.50	38.50	14.00	4.75

IV. KEY CAMPUS CONTACTS FOR DIVERSITY

ACCU wants to create a data base of key campus contacts for diversity initiatives. By expanding our current mailing list beyond those with whom we regularly communicate, we can better assist in connecting needs with resources and experience. What key people IN EACH AREA BELOW would be the best contacts regarding diversity efforts?

A. In faculty and curricular matters:

B. In campus-wide policy initiatives on diversity:

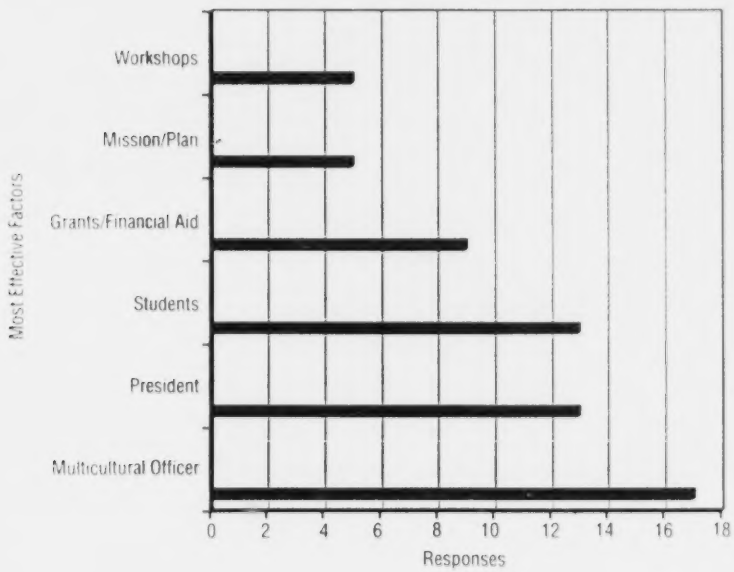
The names, titles, offices, addresses and phone numbers offered by respondents are presented in the "Diversity Contact Directory" attached to this report.

C. Some institutions that have been working to diversify their curricular offerings have produced resources that might be of value to other institutions. Please list below any such resources (e.g., diversity-related plans, brochures, syllabi, bibliographies, videos, curriculum designs, etc.) that your institution has created and is willing to share or sell. (Please list only those resources that relate to diversity.)

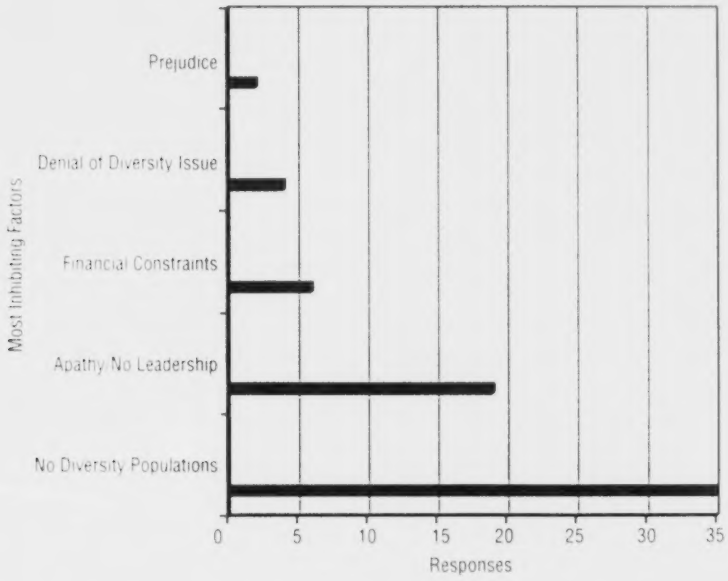
The resources mentioned by respondents are not included in this report.

V. OVERALL FORCES AND LESSONS LEARNED

A. Overall, what or who has been the most effective raising awareness and/or promoting action regarding issues of diversity on your campus?



B. Overall, what have been the three most inhibiting factors to diversity efforts on your campus?



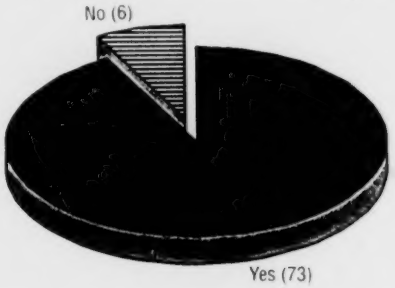
C. Overall, what have been the most valuable lessons you have learned regarding diversity efforts?

In rank order of most frequently cited, the most valuable lessons that respondents reported learning were:

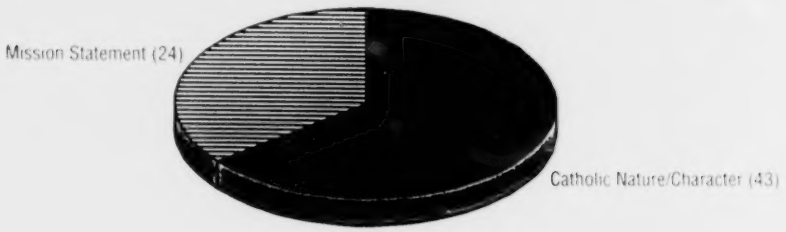
1. Commitment of entire campus (faculty and administration) is essential.
2. Leadership of president and top officers is critical (e.g., top administration must be convinced of the justice and necessity of such efforts).
3. Since the process is slow, be persistent—it doesn't happen overnight. Repetition is necessary. You can't do a one-time diversity effort.
4. Involve all students, not just minorities, in all aspects of diversity initiatives including planning, implementation, etc.
5. Have a clear diversity statement (e.g., in the mission statement) and plan of action. First develop a plan, then work the plan.

D. Does the Catholic identity of your institution promote diversity?

If yes, please describe the specific ways in which you see that it does. If no, please explain and describe the circumstances of your institution.



In responding to the second part of this question, the overwhelming majority pointed to diversity concerns being part of the very nature and character of Catholic Identity.



Comments included:

Establishes a moral imperative.

The faith environment is one that fosters the spirit of ecumenism, intellectual freedom and open dialogue.

Diversity awareness is related to the second greatest commandment.

We incorporate diversity in trilingual prayer liturgies and ecumenical prayer services.

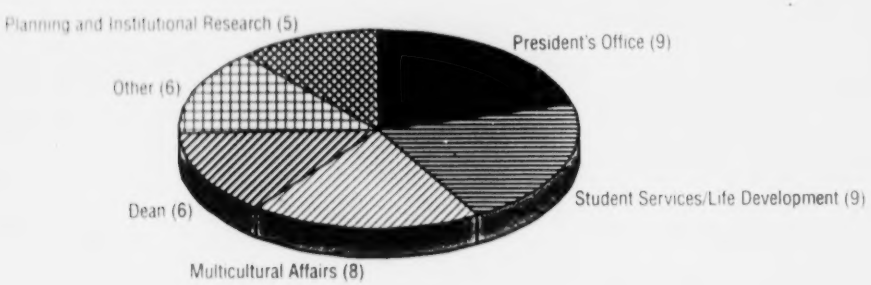
32

E. Has your institution conducted any campus survey or study of diversity?

Institutions that have conducted (or are planning to conduct) surveys include:

Avila College
Cabrini College
Canisius College
College Misericordia
College of Mount Saint Joseph
College of Saint Benedict
Creighton University
Edgewood College
Fairfield University
Georgetown University
Iona College
John Carroll University
King's College
Lourdes College
Loyola College in Maryland
Loyola University
Madonna University
Marian College
Marywood College
Mount Saint Clare College
Mount St. Mary's College
Nazareth College of Rochester
Notre Dame College of Ohio
Queen of the Holy Rosary College
Rivier College
Saint Anselm College
St. Edward's University
Saint John's University
Saint Louis University
Saint Mary's College
Saint Mary's College of California
Saint Mary's University of Minnesota
St. Norbert College
Seton Hall University
Seton Hill College
Siena College
Silver Lake College
Stonehill College
Trinity College
University of Detroit Mercy
University of St. Thomas
University of San Diego
University of Scranton
Ursuline College
Villanova University

Who, or which office directed or sponsored it?



F. Has your institution received outside funding or grants either to study or promote diversity?

Yes–46 No–33

G. What can ACCU do to better help you with diversity efforts on your campus?

1) Describe models that can be replicated.
2) Compile a directory of diverse faculty and administrators—with resumes.
3) Further facilitate networking and the sharing of ideas.
4) Help with funding sources.

H. What specifically would you most like to see in our report that would be the most helpful to you and those efforts?

The report should offer: 1) examples of successful programs and institutions; 2) names of contact people; 3) ways of sharing information (possibly a 'central' clearinghouse for ACCU diversity resources); 4) the 'how to' of implementing diversity change (maintaining faculty and administrative support); 5) suggested funding sources.

I. Finally, is there anything else that we should know to better understand the issues of diversity on your campus and your institution's response to those issues (e.g., special characteristics of your institution, key events, developments, controversies, significant changes in campus climate, other trends)?

One institution noted that the term *ethnic minority* is offensive to some as minorities will collectively out number Caucasians by the end of the century. The term *people of color* offends others. They have adopted the practice of calling these students ALANA (some institutions use AHANA) students, an acronym summarizing these groups:

A = African
L = Latin [or H = Hispanic]
A = Asian
N = Native
A = American

In general, there were great differences of opinion on how to deal with diversity. While one respondent urged, "Ignore the naysayers and forge on," and another claimed, "Standing on our own moral authority we don't get bogged down in campus politics," others warned, "Study the existing climate carefully. Find diversity's friends and enemies—'court' the enemies." And another said, "Going overboard for political correctness or excessive efforts in affirmative action is regressive; true diversity flows where there is acceptance and openness."

VARIABLES NOT ON THE ORIGINAL QUESTIONNAIRE THAT WERE ADDED LATER

Variables added to the data base later to help keep track of all that was sent to us included: 1) whether or not the respondent had included the

requested mission statement; 2) a count of how many supplementary enclosures the institution sent besides the questionnaire and mission statement; 3) a count of the number of questionnaire items the respondent attempted; 4) our subjective institution's score (for our internal use only) summarizing our overall impression of what the institution had sent us; and 5) a narrative of what we called the "team view" that summarized our thoughts of those institutions that stood out in our opinion. The most important information contained in these added variables is reflected throughout the report, and most directly in the next section on highlighted institutions.

PART IV
HIGHLIGHTED INSTITUTIONS

The following describes those 13 of the 86 responding institutions that, in the subjective opinions of the researchers, stood out in different ways and merited further description for our target audience.

Cabrini College
Radnor, PA
President: Antoinette Iadarola

A curriculum that offers over 20 courses developed primarily for cultural diversity defines Cabrini College as an innovator in diversity awareness. This is especially noteworthy in that only 71 of the 1,932 students (3.6%) at this suburban Philadelphia college are non-Caucasian. The Catholic identity as well as the faculty and curriculum are credited as the two most effective elements in raising awareness of diversity issues on campus. Cabrini received funding from the alumni as well as from the federal government to develop service learning opportunities. Contact Mary Ann Biller, vice president for enrollment management, at 610-902-8302.

College Misericordia
Dallas, PA
Interim President: Albert Bernt Anderson

With only 41 non-Caucasians (2%) in a student body of 1,832, College Misericordia nevertheless has a diversity task force in place, as well as a diversity institute that reached out to the local community by producing a diversity calendar of events. Other noteworthy programs included introduction of a prejudice reduction curriculum to area schools; a minority mentoring program; and sponsorship of a workshop for area colleges on multiculturalism in the curriculum. Contact Linda Trompetter, assistant academic dean and director of the Cultural Diversity Institute, at 717-674-6482.

Creighton University
Omaha, NE
President: Rev. Michael Morrison, SJ

Creighton University is a Jesuit institution with nine schools and colleges. Its diversity initiatives are grounded in its Jesuit mandate to promote jus-

tice and mutual respect and in the university's desire to develop leaders for the future. Creighton has a substantial diversity resource department with a multicultural student advisor, an affirmative action director, and a minority affairs office. These diversity services are in place even though the student population of 6,424 is only 16 percent non-Caucasian. Creighton's success in diversity initiatives stems from the commitment of its president and chief administrators. The president established the President's Council on Cultural Diversity to provide direction in diversity issues and concerns. A published report titled, "Summary Progress Report on Cultural Diversity at Creighton University from 1964-1994" is a thorough and significant work. The report states: "Our vision concerning cultural diversity is for Creighton to be a truly 'world class,' comprehensive university where the various domestic ethnic groups and international communities are represented in ample numbers in an environment of mutual respect and appreciation—all pursuing our common goals of academic excellence and the promotion of justice and service to society." The next summary report is scheduled for the summer of 1996. Contact Patricia R. Callone, assistant to the president and oversight person for cultural diversity, at 402-280-2179.

Georgetown University
Washington, DC
President: Rev. Leo J. O'Donovan, SJ

Georgetown University's student population of 12,617 is 30 percent non-Caucasian. The university offers numerous scholarships, supports several diversity-related offices, and sponsors 20 student clubs for persons of color. One of the more impressive aspects of Georgetown's efforts is its "Conversations on Race, Ethnicity, and Culture," a lecture series designed to build a strong community based on mutual understanding, respect, and trust. The Student Handbook of Georgetown University states: "Especially intolerable in view of the university's commitment to respect for the person are offenses directed against persons because of their race, religion, ethnicity, gender, or sexual orientation." Full Need, the process of covering the cost of an undergraduate education, determination is a consideration for every student. With this policy, Georgetown has been able to improve the diversity of its student body by ensuring that education costs are affordable for all students regardless of their financial status. Other effective efforts reported in support of diversity are the university mission statement, faculty seminars, and the faculty leadership workshop. Contact Joseph Pettit, vice president for institutional research and planning, at 202-687-3587.

Holy Names College
Oakland, CA
President: Mary Alice Muellerleile

Especially noteworthy is the Holy Names College emphasis on faculty programs directed at multicultural education. The student population of 702

is 45 percent non-Caucasian, so faculty have been trained to integrate multicultural themes and issues into their courses. Faculty members also were sent to area schools in order to bring back new ideas and programs to the college. In 1991, a multicultural education committee was formed to address issues of diversity and assist in the objectives of the college. This emphasis is consistent with the 40 some courses in the undergraduate curriculum designed around multicultural themes, and nearly 500 library entries directly relate to multicultural issues. With an eye to the wider view of diversity, the college sponsors outreach programs to the African American, Asian American, and Latino American communities in Oakland and other cities, where faculty and students share their ethnic history with the community through the "Growing Up in My Neighborhood" program. Contact Xavier E. Romano, vice president for student services, at 510-436-1000.

John Carroll University
Cleveland, OH
President: Rev. John J. Shea, SJ

John Carroll University is a notable example of a mid-western institution that has been able to significantly increase its diversity. Through the extensive efforts of the "Minority Recruitment, Counseling and Placement" program, begun in 1986, minority enrollment at John Carroll increased 62 percent from 1986 -1990. Today, 11 percent of its student population of 4,358 is non-Caucasian. The office of multicultural affairs sponsors the university's annual "Cultural Awareness Series," which brings in guest lecturers and artists from around the world. Workshops also are featured as a means to provide open channels for communication and information exchange. Contact Ronald B. Oleksiak, director of the office of multicultural affairs, at 216-397-4417.

Madonna University
Livonia, MI
President: Mary Francilene, CSSF

Madonna University is a premiere example of a smaller institution that has invested extensive energies into diversity initiatives, even though only 13 percent of the total enrollment of 4,112 is non-Caucasian. Coupled with the desire to diversify, is resourcefulness in acquiring grants and funding for diversity efforts. In 1993-94, Madonna received over $479,000 in grant monies from the state of Michigan, The Lilly Endowment Inc., the National Endowment for the Humanities, and Detroit area businesses. Madonna's diversity efforts began in 1979 with the formation of a task force whose purpose was to "enable faculty and students to become more responsive in society." Since then, Madonna has continued to grow in its diversity initiatives and programs, receiving national recognition and praise. As a result of the university's experience and success with diversity, the institution has compiled a resource book, *Perspectives On Multicultural Education*, which would be helpful to anyone interested in

the process of diversity development. Regular workshops, speakers, and celebrations continue to build on a foundation of diversity experiences. Contact Mary Martinez, director of multicultural affairs, at 313-591-5170.

Marywood College
Scranton, PA
President: Mary Reap, IHM

Although Marywood College is located in a county with a five percent non-Caucasian population and has only a four percent non-Caucasian population out of 3,068 students, the college strives toward immersing the campus community in issues pointing to multiculturalism and diversity. Marywood offers an annual cultural diversity lecture series, as well as 22 courses that feature diversity issues. The institution's commitment toward diversification is further demonstrated in its institutional objectives (each involves action steps, outcomes, accountability, schedule, resources): (1) By 1996, establish the college as a recognized promoter of a broadened sensitivity to the value of cultural diversity for the entire Northeastern Pennsylvania community; (2) By 1996, increase the enrollment of culturally diverse students in each of the schools by at least 30 percent; (3) By 1996, have in place an aggressive series of strategies aimed at increasing the minority representation among faculty, administration, and staff of the college. "Our goal is the building of an inclusive civic community in which respect for individual dignity and appreciation of human diversity will guide public and private decisions" (*Vision Of Marywood As A Leader In Pluralism*). Funding for several programs came from the Pennsylvania Humanities Council, including support for participation in the AAC&U Academic Leadership and American Pluralism Conference in July of 1994. Contact Marie Huester, assistant director of institutional research, at 717-348-6203.

Mount St. Mary's College
Los Angeles, CA
President: Karen M. Kennelly, CSJ

Mount St. Mary's College could be a model for many smaller institutions. Its student population of 1,721 is 62 percent non-Caucasian, and its diversity efforts are a national model. This ethnic diversity is not an accident; rather, it is the result of a commitment to the education of students traditionally under-represented in higher education. Many educationally disadvantaged students begin their college careers in the college's associate program. The full extent of Mount St. Mary's programs and resources are far too numerous to be mentioned in this report. The college houses "Prism Publishing," which produces audio, video, and printed materials for institutions that are seriously interested in diversity matters. A few of the titles are "Access and Persistence: An Educational Program Model," "The Role of Faculty Development in Multicultural Education," and "Infusing Multicultural Perspectives Across the Curriculum." Funding from such varied sources as CAPHE, the Knight Foundation, the Ford

Foundation, The Pew Charitable Trusts, and The Equitable Foundation, Inc. have provided programs that focus on faculty development and multicultural initiatives. Contact Kathleen Kelly, CSJ, vice president for the Doheny Campus, at 213-746-0450.

Notre Dame College of Ohio
South Euclid, OH
President: Gav Culverhouse

Notre Dame's s student population of 691 is 35 percent non-Caucasian. From the president, to the minority affairs office, to the academic affairs office, this institution places emphasis on diversity and has a five-year plan to foster multicultural and diversity programs. Faculty have received research grants to incorporate multiculturalism into course curricula. Grants have been funded by The Lilly Endowment Inc. (to begin teaching and implementing collaborative learning and multiple intelligence techniques throughout the college); the Cleveland Foundation; and the Breuning Foundation. Alumni journal articles, workshops, ethnic luncheons, and a student-initiated "Diversity Day" are just a part of the effort Notre Dame has put into its diversity vision. Contact Rene T. Austin, associate director of admissions and Weekend College, at 216-381-1680 x214.

Ohio Dominican College
Columbus, OH
President: Mary Andrew Matesich, OP

The non-Caucasian student population is some 18 percent of the total enrollment of 1,562. Very impressive programs are in place at an institution without a diversity office. Most notable is the "Unity in Diversity" course and the "Unity in Diversity Mentorship" program, which pairs ODC faculty with African American scholars from other universities. Among other outstanding efforts are the course and curriculum evaluation for the mentor program, funded by a grant from The Lilly Endowment Inc.; a diversity in literature reading program; various faculty initiatives that cross divisions and speak to diversity; and the support of faculty initiatives by the students. Contact Joanne F. Vickers, assistant dean for academic affairs, at 614-251-4632.

Saint Anselm College
Manchester, NH
President: Rev. Jonathan DeFelice, OSB

Located in an area with a very small, non-diverse population (approximately 3% non-Caucasian), Saint Anselm boasts a campus-wide effort of 23 academic and administrative units cooperating on diversity programs through two budgeted positions—an advisor to the president for multicultural affairs and a director of multicultural programming who share in the responsibility for diversity issues on campus. This is most unusual considering that only two percent of the total enrollment of 1,840 is non-Caucasian. Heading the list of exemplary initiatives is the very detailed "Plan for Racial/ Ethnic Diversity," which includes many academic and

social activities that are now in place on campus. Contact Bro. Timothy Belanger, OSB, advisor to the president for multicultural affairs, at 603-641-7219.

St. Norbert College
De Pere, WI
President: Thomas A. Manion

Listed as a predominantly white campus in a predominantly white community, this college of 2,059 has approximately six percent non-Caucasian students. Despite the small numbers, concern for the needs of all students is apparent. A cultural diversity office was established in 1989. This office is responsible for programs such as mentoring projects for retention and success of minority students and special programs for Native Americans. A grant from The Lilly Endowment Inc. provided for (1) visiting scholars, (2) paired college visits, which brought diverse students and faculty to the campus and sent Saint Norbert faculty and students out to other schools, (3) graduate fellowships and course development directed toward diversity, (4) library acquisitions, and (5) the "Students Bridging Cultures" program. Contact Danielle M. Hornett, associate dean for cultural diversity, at 414-337-3963.

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Butler, J. E. (1989). Transforming the Curriculum: Teaching about Women of Color. In J. A. Banks & C. A. McGee Banks (Eds.) *Multicultural Education Issues & Perspectives* (pp. 145-163). Boston: Allyn & Bacon.

Brischetto, B. (1994, April). The Managerial & Professional Race. *Hispanic Business,* p. 54. Brief review of the rise of Hispanics in professional occupations.

Butler, J. & Schmitz, B. (1992, Jan/Feb). Ethnic Studies, Women's Studies, and Multiculturalism. *Change,* pp. 37-41. Painful struggles of establishing, often on a shoe string, programs of integrity and scholarly credibility.

Cardenas, F. (1994, April). It's Full Speed Ahead. *Hispanic Business,* p. 26. Growth of the Hispanic minority.

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Collins, H. (1992, Jan/Feb). PC and the Press. *Change,* pp. 12-16. Western culture, including science and technology, is the centerpiece of college education.

Conroy, C. (1994, July). Enabled by PCs. *Compuserve Magazine,* pp. 30-32. Special computer hardware and software help the disabled to be more productive and proud.

Cose, E. (1994, October 24). Color-Coordinated 'Truths'. *Newsweek,* pp. 63,66. In truth, no one can say with any precision how much of a role genetics plays in test differences among racial groups. No good genetic definition of "race" exists. And even if it did, unless we discover a genetic marker for intellect, the mystery is likely to remain unsolved.

Curry, T., & Nash, M. (1994, October 24). Coauthor Charles Murray: Breaking a Taboo or Propagating Racism. *Time,* p. 67. Another look at Murray's book, "The Bell Curve."

Davie, A. R. (1990, June). *On Campus with a Disability: Expanding Diversity at AASCU Institutions.* Washington, DC: AASCU Publications.

Derrick, C. (Ed.). (1965). *Light of Revelation and Non-Christians.* New York: Society of St. Paul. Discourse of Pope Paul VI delivered to general audience on December 4, 1964.

Eastern New Mexico University. (1991). *ENMU Strives for a Culturally Diverse Student and Employee Population.*

Eastern New Mexico University. (1992, April 22). *WICHE—A Study on Cultural Diversity.*

Eastern New Mexico University. (1992, June). *ENMU Campus Diversity Planning Document.* (IR/OPAS Report No. 92310).

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Eastern New Mexico University Diversity Committee. (1994, May 24). *Reevaluation of the "Plan for Diversity."*

Elson, J. (1994, Dec. 26). Lives of the Pope. Time, pp. 63-73. A look at the many aspects of the Pope John Paul II, as Polish priest, philosopher, sovereign, servant, and aging idealist.

Enrico, D. (1994, July 17). 'Old-boy Network' Still Par for the Course. *The Miami Herald.* p. 6J. Groundwork for many big deals in business is laid at a golf course, and often women are left out of the sports-networking loop.

Etzioni, A. (1994, June 8). 'Humanizing and Civilizing'. *Education Week.* p. 44. Commentary: Common ground, not divisive issues, should strengthen character education.

Foote, T., Espinosa, R., & Garcia, J. (1978, December). *Report Three: Ethnic Groups and Public Education In California.* California: San Diego State University College of Education. A study of ethnic groups and public education in California, drawn from analyzing concentrations of students by ethnicity and LES/NES, and concentrations of staff by ethnicity and job classification.

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Gordon, E., & Bhattacharyya, M. (1992). Human Diversity, Cultural Hegemony, and the Integrity of the Academic Canon. *Journal of Negro Education.* 61, pp. 405-418. The problems for education in view of diversity as a social concern.

Graves, D. (1994, March 20). St. Edward's Named Multicultural Model. *Austin-American Statesman.* pp. A1, A11. St. Edward's University is one of 20 schools in the country to serve as multiculturalism resource institutions.

Hancock, L. (1994, October 24). In Defiance of Darwin. *Newsweek.* pp. 61-62.

Hardiman, R., & Jackson, B. W. (1992, Winter). Racial Identity Development: Understanding Racial Dynamics in College Classrooms and on Campus. *New Directions for Teaching and Learning,* no. 52. San Francisco: Jossey-Bass. Understanding the racial identity development process of black and white Americans assists educators in making informal responses to challenging racial dynamics on college campuses.

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Henry III, W. A. (1994, August 29). In Defense of Elitism. *Time.* pp. 63-65. Book excerpt—Henry believes overweening anti-elitism has debased higher education.

Hirschman, B., & Gittelsohn, J. (1994, October 15). Minorities Could Become Majority of Students in '95. *Sun-Sentinel*. pp. 1B, 5B. Ethnic population rises and increases in black and Hispanic population percentages.

Hively, R., Ed. (1990). *The Lurking Evil: Racial and Ethnic Conflict on the College Campus*. Washington, DC: American Association of State Colleges and Universities. Views of a group of college presidents on the rise in violence at American universities.

Hunt, J. A., Bell, L. A., Wei, W., & Ingle, G. (1992, Winter). Monoculturalism to Multiculturalism: Lessons from Three Public Universities. *New Directions for Teaching and Learning*, no. 52. San Francisco: Jossey-Bass. Three public universities had similar experiences as they grappled with the tasks of curriculum change, faculty development, "change agent groups," and assuring safe, supportive, multicultural campus climates.

Ignon, L. (1992, May 19). America's Problems with Race. *Investor's Business Daily*. p.1. Things won't get better by blaming the majority. People of all colors need to confront their own prejudice.

Ingle, H. T. (1992, Sept). *Putting Institutional Change and Performance into Meaningful Perspective*. Boulder, CO: WICHE—Western Interstate Commission for Higher Education. Use of a 'Portfolio Assessment' approach to chart campus progress in promoting ethnic diversity and cultural pluralism.

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Koretz, G. (1994, June 27). U.S. Death Rates: Another Social Gap is Widening. *Business Week*. p. 18. Parallel trend between income inequality and the widening gap in mortality rates between the middle class and the poor.

Kramer, M. & Weiner, S. S. (1994). *Dialogues for Diversity*. Arizona: Oryx Press. Materials to help groups of individuals on campus toward focused discussions of the role of ethnic diversity in the daily life of colleges and universities. The aim is to help such groups to find their own common ground, not to tell them what that common ground should be.

Kramer, J. K. (1992, December). *Administrative Ethics and Multiculturalism in Higher Education: A Delphi Study* (Doctoral Dissertation, Vanderbilt University, Tennessee, 1992). Higher education apparently neglects a crucial support comprising its philosophical foundation. This neglect pertains to ethics and relates specifically to multiculturalism. The growth of minority populations in American society serves as the impetus for the expanded promotion of multiculturalism on university and college campuses. Despite the professed adherence to ethical standards by administrators and institutions of higher learning, specific issues pertaining to multiculturalism remain undefined. The significant increase of racial harassment, despite multicultural initiatives on campuses, suggests the need for greater ethical consideration in higher education.

LaBare, M. J., & Lang S. G. (1992, Winter). Institutional Transformation for Multicultural Education: Bloomfield College and St. Norbert College. *New Directions* for Teaching and Learning, no. 52. San Francisco: Jossey-Bass. Two models for institutional transformation to educate a pluralistic student body illustrate the importance of a focused mission and a coherent curriculum made inclusive through faculty development.

Lacayo, R. (1994, October 24). For Whom the Bell Curves. *Time*. pp. 66-67. Review of Murray's "Bell Curve."

Leatherman, C. (1993, November 17). Western Accrediting Agency's Stance on Ethnic Diversity Draws Fire from Gay and Lesbian Organizations. *The Chronicle of*

Higher Education, p. A25. Opponents and proponents make a statement on how accreditors should handle the possibility of being involved in promoting ethnic diversity.

Lee, D. J. (1993). Calvin Needs Multicultural Dialogue, Interaction, and Reconciliation. *Mosaic*, p. 2. Faculty and students should seek "significant" inter-ethnic or cross-cultural experiences. Lack of understanding may result from the lack of contact with other cultures that Evangelical Christians, as a group, have.

Lee, D. J. (1993, November 4). A Theology of Cultural Diversity in a Christian Context. *Proceedings of Multicultural Congress on Access and Equity* (pp. 9-10). Maryland: University Press of America. What is the purpose of cultural diversity in the "Kingdom" or "Reign" of God, and why is it that the Body of Jesus Christ is multicultural, but many of the Christian colleges in North America are monocultural.

Lee, D. J., & Rice, R. R. (1991). Ethnic Identity and Multiculturalism: Concepts, History, Research, and Policy. In D. J. Lee, A. L. Nieves, & H. L. Allen (Eds.), *Ethnic Minorities and Evangelical Christian Colleges*. Lanham, MD: University Press of America. This chapter is divided into four parts. Part one considers the concepts that have been used to describe and explain human diversity. Part two provides a historical context for understanding the notions of identity and ethnicity in America. Part three reviews the empirical research that asks people to identify their ethnicity. Part four presents a case study of ethnic identity and multiculturalism at a Christian college.

Lee, D. J., & Kane, M. (1992). Multicultural Counseling: A Christian Appraisal. *Journal of Psychology and Christianity*, 11(4), 317-325. Presents a Christian perspective on culture, cultural diversity, and the counseling profession in North America. Proposes that a distinction be made between "counseling with cultural sensitivity" and multicultural dialogue. Two case studies are described to illustrate this distinction. Recommends that Christian counselors not only be culturally sensitive but also actively participate in multicultural dialogue.

Levine, A. (1992, Jan/Feb). A Time to Act. *Change*. pp. 4-5. Editorial urging change based on need.

Levine, A. & Cureton, J. (1992, Jan/Feb). The Quiet Revolution. *Change*. pp. 25-29. Eleven facts about multiculturalism and the curriculum.

Lindemann, A. S. (1994, June 1). The Lessons of Anti-Semitism. *The Chronicle of Higher Education*. p. A48. Antisemitism, when overexposed to favor one particular minority group, draws criticism from other minority groups. "Schindlers List" draws criticism from minority non-Jews. They say that the Holocaust (its publicity from the movie) has put the Jews suffering on a pedestal and in turn made the trials and tribulations of the non-Jew minorities less meaningful. Education in antisemitism will help groups defy the urge to vie for the title of the most oppressed.

Lovett, C. M. (1994, April 27). College Leadership and the Dangers of 'Magical Thinking.' *The Chronicle of Higher Education*. p. A44. "Magical Thinking" is dangerous for colleges and their administrators, because with limited budgets, one program's increase means another program's loss.

Maida, A. (1992, October 28). Persons with Disabilities. *Origins: CNS Documentary Service*, 23, pp. 355-357.

Manning, K., & Coleman-Boatwright, P. (1991, July). Student Affairs Initiatives Toward a Multicultural University. *Journal of College Student Development*, 32, 367-373. The Cultural Environment Transitions Model elucidating a monoculturalism to multiculturalism continuum. The model assists one to understand transitional progress toward a multicultural environment.

Marchesani, L. S., & Adams, M. (1992, Winter). Dynamics of Diversity in the Teaching-Learning Process: A Faculty Development Model for Analysis and Action. *New Directions for Teaching and Learning*, no. 52. San Francisco: Jossey-Bass. Bringing together the dimensions of teaching and learning that have particular relevance to social and cultural diversity in college classrooms—students, instructors, course content, and teaching methods.

McCarthy, E., J. Snyder, J. Nevins, J. K. Symons, J. Favalora, N. Dorsey, J. Smith, and A. Roman. (1992, August 28). On Discrimination Against Homosexuals. *Origins: CNS Documentary Service*, 23, pp. 359-360.

McKee, M. B., Haves, S. F., & Axiotis, T. R. (1994, March). Challenging Heterosexism in College Health Service Delivery. *Journal of American College Health*, 42, 211-215. This article explores how HIV and AIDS, substance abuse, violence and hate related crimes, suicide and heterosexism all adversely affect the physical and emotional health of non-heterosexual college students. College Health Services must expand their current scope and practice and assume a leadership role in combating all forms of oppression by actively incorporating and addressing the unique health issues and needs of the lesbians, bisexuals and gays; examples of heterosexism in college health services and recommendations for institutional, personal, and professional change.

Mintz, S. D. (Ed.). (1993). *Sources: Diversity Initiatives in Higher Education*. Washington, DC: American Council on Education. Directory of programs, projects, and services for African Americans, Asian Americans, Hispanic Americans, and Native Americans in higher education.

Morganthau, T. (1994, October 24). IQ Battle. Newsweek. pp. 52-54. The Bell Curve, a controversial new book about race, class, and intelligence, is based on a pessimistic view of American society. Its most explosive argument is that blacks as a group are intellectually inferior to whites and that little can be done to help. *Newsweek* examines the politics and science of intelligence testing and visits a Bronx school where dropouts become scholars.

Navarro-Valls, J. (1992, August 6). Responding to Legislative Proposals on Discrimination Against Homosexuals. *Origins: CNS Documentary Service*, 22, pp. 175-177. Church's view on sexual orientation by a Vatican spokesperson.

Phelps, D. G. (1992). A Vision for the Los Angeles Community College District. *Los Angeles Community College District*, CA Office of Public Affairs. (pp. 1-15). Los Angeles, CA.

Quinn, J. (1992, August 20). Civil Rights of Gay and Lesbian Persons. Origins: CNS *Documentary Service*, 22, p. 204.

Research Disputes U.S. Data. (1994, May 28). *Sun-Sentinel*. p. 12A. Both legal and illegal immigration numbers are increasing faster than government figures show.

Ruling on Black Student Scholarships Stirs Concerns. (1994, October 29). *Sun-Sentinel*, p. 10A. Black scholarship programs, if they give unfair preference to one racial group, are found to be unconstitutional.

Sawchuk, M. T. (Ed.). (1993). Infusing Multicultural Perspectives Across the Curriculum. Mount St. Mary's College, Los Angeles: Prism Publishing. A look at revising syllabi and/or course materials to include multicultural perspectives.

Sawchuk, M. T. (Ed.). (1993). *The Role of Faculty Development in Multicultural Education*. Mount St. Mary's College, Los Angeles: Prism Publishing. Two objectives: one, to help every member of the faculty and staff become more effective in dealing with cultural differences among students through lectures, workshops, and programs open to all; two, to provide faculty members with mini-grants for research on specific topics related to culture and learning.

Sawchuk, M. T. (Ed.). (1993). *Access & Persistence*. Mount St. Mary's College, Los Angeles: Prism Publishing. Alternative access programs accept students as they are and help them develop the skills they need to succeed in college.

Schmitz, B. (1992). *Core Curriculum and Cultural Pluralism*. Washington, DC: Association of American Colleges. Describes effective programs for curriculum change to incorporate cultural plurality.

Schmitz, B. (1992, Fall). Cultural Pluralism in the Academy. *Washington Center News*, 7, pp. 1-10. Washington Center looks at the progress of cultural pluralism in the academic arena.

School Keeping Policy. (1994, July 30). *Sun-Sentinel*. p. 20A. School board fighting for cultural superiority. Board voted (3-2) to require teachers to teach that American values and culture are superior to other foreign or historic cultures.

Sellers, M. (Ed.). (1994). *An Ethical Education: Community and Morality in the Multicultural University* [Brochure]. Providence, RI: Berg Publishers. A collection of essays that explore the ethical and legal issues in higher education.

Shapiro, C. (1994, June 20). Sisterhood Was Powerful. *Newsweek*, pp. 68-70. Review of the newest feminist books and the attempt to remove the "dirtiness" of feminism to reveal the original controversy.

Sheldone, M. (1994, October). Sexual Harassment: What To Do. *For U The Barry Employee*. Miami Shores, FL: Barry University/University Relations. Five-step process of what to do if you feel you have been sexually harassed.

Shipman, P. (1994, August 3). Facing Racial Differences Together. *The Chronicle of Higher Education*. pp. B1-B3. A look at what makes up a race and when racism can first be seen in history.

Stahel, T. H. (1993, May 8). 'I'm Here': An Interview with Andrew Sullivan. *America*, 168(16). Interview with a Catholic openly gay individual.

Stanley, J. C., C. P. Benbow, L. E. Brody, S. Dauber & A. E. Lupkowski. (1991, May 17). Gender Differences on Eighty-Six Nationally Standardized Aptitude and Achievement Tests. *National Research Symposium on Talent Development*. Symposium conducted at the University of Iowa, Iowa City. How boys and girls, young women, and young men differ in their scores on aptitude and achievement tests.

Stimpson, C. R. (1992, Jan./Feb). The White Squares. *Change*. pp. 76-78. The purpose is to avoid old errors and to minimize the static while people different from each other learn and earn mutual trust.

Students Learn About Bias—Their Own. (1993, December 5). *L. A. Times*, pp. J1, J4.

Tatum, B. D. (1992). Talking About Race, Learning About Racism: The Application of Racial Identity Development Theory in the Classroom. *Harvard Educational Review*, 62, 1, pp. 1-24. The inclusion of race-related content in college courses often generates emotional responses that range from guilt and shame to anger and despair. The discomfort associated with these emotions can lead students to resist the learning process. Identifies three major sources of student resistance and strategies to combat them.

Terrell, M. C. (Ed.). (1992, December). *Diversity, Disunity, and Campus Community*. Washington, DC: National Association of Student Personnel Administrators, Inc. Offers a collection of nine papers demonstrating how the student affairs subculture in institutions of higher education can provide academic as well as managerial leadership in promoting cultural diversity and planned change.

Thelin, J. R. (1992, Jan./Feb). The Curriculum Crusades. *Change*. pp. 17-23. Conservatives and liberals feel that education has gone over to the opposite side.

Thomas, R. R., Jr. (1991). *Beyond Race and Gender*. New York, NY: Amacom. As the workforce continues to diversify, the need to be able to manage it increases. This book can help managers hit the mark, successfully.

Weinstein, G., & Obear, K. (1992, Winter). Bias Issues in the Classroom: Encounters with the Teaching Self. *New Directions for Teaching & Learning*, no. 52. San Francisco: Jossey-Bass. Handling intergroup bias issues in the classroom may stimulate instructor anxiety but also provides opportunities for self understanding. Describes some of the common anxieties and ways of coping.

White, L. (1994, May 25). Hate-Speech Codes That Will Pass Constitutional Muster. *The Chronicle of Higher Education*, p. A48. Colleges and universities need to draft a second generation of codes that will serve the important institutional objective of protecting the victims of hateful acts and utterances without violating constitutional principles.

Wilkerson, M. B. (1992, Jan./Feb). Beyond the Graveyard. *Change*. pp. 59-63. It's hard to change curriculum because professors teach as they were taught and professors have treasured specialties that give them distinction.

Williams, M. C. (1993, February 28). Schools Becoming More Segregated. *Sun-Sentinel*, pp. 1B, 5B. Black students who live in what used to be predominately white neighborhoods are being bused to predominately black elementary schools.

Winton, R. (1993, July 29). Study: Despite Tension, Students Like Racial Mix. *Los Angeles Times*, p. J-1. Survey at three high schools indicates that pupils appreciate ethnic diversity. District committee examines findings amid growing friction between Asians and Latinos.

Woodward, K. L. (1994, July 18). More Than Ourselves. *Newsweek*, p. 66. Havel's declaration of interdependence. Human rights need to be grounded in 'the miracle of being, the miracle of the universe, and the miracle of our own existence.'

Wright, L. (1994, July 25). Annals of Politics: One Drop of Blood. *The New Yorker*, pp. 46-55. Do ethnic categories protect us or divide us? A look at the way Washington chooses to define the population in the year 2000 census could trigger the biggest debate over race in America since the 1960's.

Wynne, E. A. & Ryan, K. (1993, Spring). Curriculum as a moral educator. *American Educator*, pp. 20,24,44,46. Moral education and character formation in schools aim to transmit to pupils the community's best values and ethical ideals.

Yarbrough, C. (1992, Jan/Feb). Three Questions for the Multiculturalism Debate. *Change*, pp.64-69. Students are best served by a wide range of material that invites them to analysis through use of all the tools of critical scholarship.

Yarmolinsky, A. (1992, Jan/Feb). Loose Canons. *Change*, pp. 6-11. Humanities should be structured to cover a diverse group of authors to meet the needs of a diverse student population.

Zingg, P. J. (1991, Summer). Missions Fulfilled and Forfeited: American Catholic Higher Education. *Educational Record*, 72, pp.39-44. The wording of the mission statement is meaningless unless the words are fulfilled with action. Fulfillment is the key to an effective mission.

ABOUT THE AUTHORS

Tom H. Foote, PhD, the principal investigator of this study, is associate professor and coordinator of leadership specialization in the PhD program in leadership and education in the Barry University Adrian Dominican School of Education. His diversity-related works include a 1977 report, "Ethnic Groups and Publication in California," and most recently, a 1995 article, "Women and Leadership: Redefining Both for the 21st Century," which appeared in the journal, *Catalyst for Change*.

Barbara M. Buzzi is assistant professor of marriage and family therapy in the department of social science and counseling at St. Thomas University (FL). She is a candidate in the PhD program in leadership and education at Barry University and is writing her dissertation on "The Relationship of Gender Role, Parenting Beliefs, Prior Sexual Harassment, Personality Style, and Marital Satisfaction to the Job Satisfaction of Working Mothers."

The Rev. James M. Gaughan is an instructor in the department of communication arts and English at St. Thomas University (FL) and, in 1994-95, was the public information officer. He is a candidate in the PhD program in leadership and education at Barry University and is writing his dissertation on "Leadership Assessment Methods and Possible Applications to Role Assignment for Catholic Priests."

The Rev. Randall K. Wells is senior pastor of the Central Church of the Nazarene in Miami, where he serves a congregation that is 70 percent non-Caucasian. He is a candidate in the PhD program in leadership and education at Barry University and is writing his dissertation on "Factors Associated With Burnout Among American Nazarene Clergy."

ASSOCIATION OF CATHOLIC COLLEGES AND UNIVERSITIES

DIVERSITY CONTACT DIRECTORY

June 1996

DIVERSITY CONTACT DIRECTORY

• Respondent indicates individual who replied to the ACCU/Barry Campus Diversity questionnaire.

ALLENTOWN COLLEGE OF ST. FRANCIS DE SALES - Center Valley, PA 18034; TEL: 610-282-1100

Reported Div. Officer:	Ruth Munilla
Faculty & Curricula:	Karen D. Walton, Rev. Bernard O'Connor, Academic Affairs
Campus Policy:	George Kelly, Ruth Munilla, Admissions

ALVERNO COLLEGE - 3401 South 39th Street; Milwaukee, WI 53215-4020; TEL: 414-382-6000

Respondent:	Kathleen O'Brien, Academic Dean
Reported Div. Officer:	Karron Y. Caulker

AQUINAS JUNIOR COLLEGE - 4210 Harding Road; Nashville, TN 37205; TEL: 615-297-7545

Respondent/	
Faculty & Curricula:	Mary Dominic Pitts, OP, Academic Dean
Campus Policy:	Mary Evelyn Potts, OP

ASSUMPTION COLLEGE FOR SISTERS - Mendham, NJ 07945; TEL: 201-543-6528

Respondent:	Mary Renee Nelson, SCC

AVILA COLLEGE - 11901 Wornall Road; Kansas City, MO 64145-9990; TEL: 816-942-8400

Respondent:	Lawrence Kramer, President
Reported Div. Officer:	(College has a Diveristy Committee)
Instrumental Others:	Rob Fisher, Coordinator/New Student Development
	Bruce Inwards, International Student Advisor
Faculty & Curricula:	Marie Joan Harris, Dean for Academic Affairs
Campus Policy:	Thomas Lease, VP Dean Student Affairs

BARRY UNIVERSITY - 11300 NE 2nd Avenue; Miami, FL 33161; TEL: 305-899-3000

Respondent:	J.P. Lee, Provost and VP for Academic Affairs
Instrumental Others:	Rev. Hank Groover, Chaplain
	Jane Bower, Associate VP/Student Services
Faculty & Curricula:	Laura Armesto, Dean/School of Arts and Sciences
Campus Policy:	Margaret Johnson, OP, VP for Mission Effectiveness

BENEDICTINE UNIVERSITY - 5700 College Road; Lisle, IL 60532; TEL: 708-960-1500

Respondent:	Richard C. Becker, former President
Reported Div. Officer:	Richea Dougherty, Associate Dean, Minority Affairs/Multicultural Activities
Faculty & Curricula:	Phyllis Kittel, Academic Dean
Campus Policy:	Robert Head, VP for Finance and Administration

BOSTON COLLEGE - 140 Commonwealth Avenue; Chestnut Hill, MA 02167; TEL: 617-552-8000

Respondent/	
Reported Div. Officer/	
Published Div. Officer:	Don Brown, Director, Office of AHANA Student Programs
Instrumental Others:	Kevin Duffy, VP for Student Affairs
	President, Undergraduate Government
Faculty & Curricula:	Rev. William Neenan, SJ, Academic VP
	Kevin Duffy

CABRINI COLLEGE - 610 King of Prussia Road; Radnor, PA 19087; TEL: 610-902-8100

Respondent:	Mary Ann Biller, VP for Enrollment Management
Reported Div. Officer:	Scott Dorsey
Instrumental Others:	Sharon Schwarze, Chair/Humanities Division

	Robert Bonfiglio, VP for Student Development
	Mary Ann Biller, VP for Enrollment Management
Faculty & Curricula:	Thomas Boeke, Provost/Academic Dean
	Sharon Schwarze
Campus Policy:	Susan Kazmierczak, Human Resources
	Robert Bonfiglio

CANISIUS COLLEGE – 2001 Main Street; Buffalo, NY 14208; TEL: 716-883-7000

Respondent	
Reported Div. Officer:	Sababu C. Norris, Canisius Opportunity Programs for Education (COPE) and Multicultural Programs
Instrumental Others:	Jerome Neuner, Associate VP for Academic Affairs
	Patricia Rissmeyer, Dean of Students
	Thomas Miller, VP for Student Affairs
Faculty & Curricula:	Candalene McCombs, Academic Development Center
	Jerome Neuner
Campus Policy:	Patricia Rissmeyer
	Thomas Miller

CARDINAL STRITCH COLLEGE – 6801 North Yates Road; Milwaukee, WI 53217; TEL: 414-352-5400

Respondent:	Mary Lea Schneider, OSF, President
Reported Div. Officer:	Rev. Trinette McCray, Director/Multicultural Relations
Faculty & Curricula:	Linda Plagman, Associate Dean/Arts and Sciences
	Mary Blewett, English
Campus Policy:	Rev. Trinette McCray

THE CATHOLIC UNIVERSITY OF AMERICA – 620 Michigan Avenue, NE; Washington, DC 20064; TEL: 202-319-5000

Respondent:	Lorraine Krusa, Director of Multicultural and Special Services
Published Div. Officer/	
Reported Div. Officer:	Andre' Nottingham, Assistant Director of Special Services
Published Div. Office:	Multicultural and Special Services
Instrumental Others:	John Scruggs, Assistant Director of Student Activities
	President, (BOSACUA) Student Organization
Campus Policy:	Lorraine Krusa
	Reginald Taylor, Multicultural Admissions

CATHOLIC UNIVERSITY OF PUERTO RICO – Ponce, PR 00731; TEL: 809-841-2000
Rev. Tosello O. Giangiacomo, President

CHAMINADE UNIVERSITY OF HONOLULU – 3140 Waialae Avenue; Honolulu, HI 96816; TEL: 808-735-4711

Respondent/	
Published Div. Officer:	Loretta Petrie, VP for Academic Affairs

CHRISTIAN BROTHERS UNIVERSITY – 650 East Parkway South; Memphis, TN 38104; TEL: 901-722-0200

Respondent:	Michael J. McGinniss, FSC, President
Instrumental Others:	Brother Frank Osage, FSC, VP for Student Affairs
Faculty & Curricula:	Arun Ghandi, Ghandi Institute Non-Violence

COLLEGE MISERICORDIA – 301 Lake Street; Dallas, PA 18612; TEL: 717-674-6400

Respondent/	
Reported Div. Officer:	Linda Trompetter, Assistant Academic Dean, Director/Cultural Diversity Institute
Instrumental Others:	James Calderone, Division of Behavioral Sciences
	Michael Joseph
Faculty & Curricula:	Linda Trompetter
	James Calderone
Campus Policy:	Linda Trompetter

COLLEGE OF MOUNT SAINT JOSEPH – 5701 Delhi Road; Cincinnati, OH 45233-1670; TEL: 513-244-4200

Respondent:	Francis Marie Thrailkill, OSU, President
Reported Div. Officer:	Kevin Kinebrew, Coordinator of Multicultural Development
Faculty & Curricula:	George Banzinger, Academic Dean
	Chair, Cultural Diversity
Campus Policy:	Francis Marie Thrailkill, OSU, President
	Kevin Kinebrew

COLLEGE OF OUR LADY OF THE ELMS – 291 Springfield Street; Chicopee, MA 01013-2839; TEL: 413-594-2761

Reported Div. Officer:	Committee Chaired by Donna Harlan
Instrumental Others:	Kathleen C. Keating, SSJ, President
	Joyce Hampton, ESL teacher
	Christine Crowley, Coordinator/International Students
	Christina Canales
	Garnett Satchell, Admissions
Faculty & Curricula:	Patrick Delaney, Academic VP
	Kathleen Kirley, SSJ, Dean of Continuing Education
Campus Policy:	Kathleen C. Keating, SSJ, President

COLLEGE OF SAINT BENEDICT – 37 South College Avenue; St. Joseph, MN 56374; TEL: 612-363-5011

Respondent:	Jose Bourget, Director
Published Div. Office:	Office of Cultural Enrichment
Reported Div. Officer:	Director of Cultural Enrichment; Advisor for Students of Color and International Students
Instrumental Others:	Kathy Allen, VP for Student Development
	Mikki Harris, Advisor for International and Students of Color
	Kathy Flynn, Coordinator for Human Resources
	Joe Friedrich, Joint VP for Academic Affairs
Faculty & Curricula:	Joe Friedrich
	Rita Knuesel, Academic Dean
Campus Policy:	Jose Bourget, Director/Office of Cultural Enrichment
	Kathy Allen

CREIGHTON UNIVERSITY – 2500 California Plaza; Omaha, NE 68178; TEL: 402-280-2700

Respondent/	
Published Div. Officer:	Patricia R. Callone, Assistant to the President, Cultural Diversity
Instrumental Others:	Reginald Morris, Multicultural Student Advisor/Student Services
	Jacqueline Harris, Health Sciences
	John Pierce, Affirmative Action Director
	Martha Brown, Assistant VP for Student Services
	Lloyd Beasley, Director of Educational Opportunity Programs
Faculty & Curricula:	Rev. Michael Proterra, Dean of Arts and Sciences
	Philip J. Meeks, Associate Dean
Campus Policy:	Patricia R. Callone
	John Pierce

DOMINICAN COLLEGE OF SAN RAFAEL – 50 Acacia Avenue; San Rafael, CA 94901; TEL: 415-457-4440

Respondent:	M. Aquinas Nimitz, OP, VP for Institutional Research
Published Div. Office:	Institutional Research
Reported Div. Officer:	Eugene Fujimoto, Personal Counselor/Director of Peer Counseling
	Iris Crossley, Minority Admissions Counselor
Instrumental Others:	John Kennedy, VP for Student Services
	Kathie Henderson, VP for Academic Affairs
	Maria McKinney, Director of Student Activities
	Eugene Fugimoto
	Francoise Lepuge, Professor of International Studies
	Lee Ann Bartolini, Assistant Professor of Psychology

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	Julie Johnson, Director of Residence Life
Faculty & Curricula:	Francoise Lepage
	Kathie Henderson
Campus Policy:	Lori Stokes, Affirmative Action Officer

EDGEWOOD COLLEGE – 855 Woodrow Street; Madison, WI 53711; TEL: 608–257–4861

Respondent:	James A. Ebben, President
Reported Div. Officer:	Maggie Balistreri–Clarke, Dean of Students
Faculty & Curricula:	Judith Wimmer, Academic Dean
Campus Policy:	Maggie Balestreri
	Kevin Kncera, Dean of Admissions

FAIRFIELD UNIVERSITY – North Benson Road; Fairfield, CT 06430; TEL: 203–254–4000

Respondent:	William P. Schimpf, VP for Student Services
Reported Div. Officer:	Larri Mazon, Multicultural Office
Instrumental Others:	Gwen Vendley, Dean of Students
	Rev. Simon Harak, SJ, Religious Studies
	Orin Grossman, Dean College of Arts and Sciences
	Dean Antonio Simoes
Faculty & Curricula:	Orin Grossman
	Rev. Simon Harak, SJ
Campus Policy:	Larri Mazon
	Gwen Vendley

FORDHAM UNIVERSITY – East Fordham Road; Bronx, NY 10458; TEL: 718–817–1000

Respondent:	Georgina Calia Arendacs, Executive Assistant to General Counsel and Manager
Published Div. Officer/ Faculty & Curricula:	Francesca Thompson, OSF, Office of the Assistant Dean for Minority Affairs
Campus Policy:	Jerome Contee, Academic Affairs

FRANCISCAN UNIVERSITY OF STEUBENVILLE – Steubenville, OH 43952; TEL: 614–283–3771

Respondent:	Joel Recznik, Planner/Assistant to the President
Reported Div. Officer:	Rev. Angelus Migliore, TOR, Director of International Students
Instrumental Others:	Jerry Hickey, Director of Personnel
	Patricia Fletcher, Member of Board of Advisors and Principal at Garfield School
	Jean–Philippe Riguad, Household Coordinator
Faculty & Curricula:	Michael Healy, Dean of Faculty
	Virginia Zoric, Associate Dean
Campus Policy:	Jerry Hickey
	Anthony Corasaniti, Career Planning/Placement

GEORGETOWN UNIVERSITY – 37th and O Streets, NW; Washington, DC 20057; TEL: 202–687–0100

Respondent:	Joseph Pettit, VP for Institutional Research and Planning
Reported Div. Officer:	Director, Center for Minority Student Affairs
Instrumental Others:	Susan Pinkard, Associate Dean, School Foreign Service
	Jeffery Peck, Associate Professor
	John J. DeGioia, VP/Chief Administrative Officer/Main Campus
Faculty & Curricula:	William Cooper, Executive VP, Main Campus
Campus Policy:	Rev. Leo O'Donovan, SJ, President
	John DeGioia

GWYNEDD–MERCY COLLEGE – Sumneytown Pike; Gwynedd Valley, PA 19437; TEL: 215–641–7300

Respondent:	Mercedes J. McCann, RSM
Faculty & Curricula:	Thomas Young, VP for Academic Affairs
Campus Policy:	Margaret Dougherty, VP for Student Affairs

HOLY CROSS COLLEGE - PO Box 308; Notre Dame, IN 46556; TEL: 219-233-6813

Respondent:	Richard B. Gilman, CSC, President
Reported Div. Officer/ Faculty & Curricula:	Anna Mae Golden, CSC, Academic Dean
Campus Policy:	Richard B. Gilman, CSC, President

HOLY NAMES COLLEGE - 3500 Mountain Boulevard; Oakland, CA 94619-1699; TEL: 510-436-1000

Respondent:	Xavier E. Romano, VP for Student Services
Instrumental Others:	Judie Gaffin Wexler, VP for Academic Affairs
Faculty & Curricula:	Judie Gaffin Wexler
Campus Policy:	Mary Alice Muellerleile, President

IMMACULATA COLLEGE - Immaculata, PA 19345-0901; TEL: 610-647-4400

Respondent:	Virginia Assumpta, IHM, Director of Institutional Research
Reported Div. Officer:	Catarin Conjar, IHM, VP for Student Affairs
Faculty & Curricula:	Kathleen McKee, IHM, VP for Academic Affairs
	James Sullivan, Director of Admissions
Campus Policy:	Catarin Conjar, IHM
	Marian Anne, IHM, Director/EPIS Program

IONA COLLEGE - New Rochelle, NY 10801; TEL: 914-633-2000

Respondent:	Michael Christi, VP for Student Development
Faculty & Curricula:	John F. Gallagher, VP for Academic Affairs
	Warren Rosenberg, Dean, Arts and Sciences
Campus Policy:	Michael Christy, VP for Student Development
	Ingrid Grieger, Director of Community Service

JOHN CARROLL UNIVERSITY - Cleveland, OH 44118; TEL: 216-397-1886

Respondent:	Ronald B. Oleksiak, Director/Multicultural Affairs
Published Div. Office:	Office of Multicultural Affairs
Faculty & Curricula:	Frederick F. Travis, Academic VP
	Nick Baumgartner, Dean, Arts and Sciences
Campus Policy:	Ronald B. Oleksiak
	Shirley Seaton, Multicultural Affairs

KANSAS NEWMAN COLLEGE - 3100 McCormick Avenue; Wichita, KS 67213; TEL: 316-942-4291

Respondent:	Ken Rasp, Dean of Admissions
Published Div. Office:	Enrollment Management
Instrumental Others:	Angela Houska, ASC, Director/Mission Development/Campus Ministry
	Tim Schroeder, Director/Residence Life
	Kim Miller, Dean/Student Services
	Hosea Bell, Softball Coach/Student Services Advisor
	Robyn Phillips, Assistant Director of Admissions
Faculty & Curricula:	Drew Bogner, VP for Academic Affairs
	Vicki Bergkamp, ASC, Faculty Forum
Campus Policy:	Kim Miller
	Angela Houska, ASC

KING'S COLLEGE - Wilkes-Barre, PA 18711; TEL: 717-826-5900

Respondent:	Rev. William Condon, CSC, VP for Student Affairs
Reported Div. Officer:	Trina DeFrantz, Multicultural Coordinator/Director of Student Activities
Instrumental Others:	Judith Plummer, Chair/Multicultural Diversity Committee
Faculty & Curricula:	Stephanie Bressler, Political Science
	Donald Farmer, VP for Academic Affairs
Campus Policy:	Judith Plummer
	Trina DeFrantz

LABOURE COLLEGE – 2120 Dorchester Avenue; Boston, MA 02124; TEL: 617–296–8300

Respondent:	Clarisse Correia, DC, President

LEWIS UNIVERSITY – Route 53; Romeoville, IL 60446; TEL: 815–838–0500

Respondent/Reported Div. Officer:	Charles E. Jones, Executive Director/Special Assistant to the President for Technical Affairs
Published Div. Office:	President's Office
Instrumental Others:	James Gaffney, FSC, President
	Robert Murphy, O.Carm., Director of University Ministry
	George Miller
	John Greenwood, Psychology
Faculty & Curricula:	John Greenwood
	Paul Kaiser, Dean/Arts and Sciences
Campus Policy:	Charles E. Jones

LORAS COLLEGE – 1450 Alta Vista Street; Dubuque, IA 52004; TEL: 319–588–7100

Respondent:	Suzanne Dextras, VP for Student Development
Reported Div. Officer:	Daniel J. Johnson, Multicultural Coordinator
Faculty & Curricula:	Fred Morton, History
	Karla Braig, English
Campus Policy:	Suzanne Dextras
	Ron Becht, VP for Academic Affairs

LOURDES COLLEGE – 6832 Convent Boulevard; Sylvania, OH 43560; TEL: 419–885–3211

Respondent:	Robert J. Turek, Jr., VP for Student Services
Reported Div. Officer:	Multicultural Committee
Instrumental Others:	Sharon J. Heuschele, Sociology
Faculty & Curricula:	Sharnon Heuschele
	Cabrini Warpeha, OSF, Academic Affairs
Campus Policy:	Robert J. Turek, Jr.
	Ann Francis Klimkowski, OSF, President

LOYOLA COLLEGE IN MARYLAND – 4501 North Charles Street; Baltimore, MD 21210; TEL: 410–617–2000

Respondent/Reported Div. Officer:	Pamela Paul, Director/Multicultural Affairs
Published Div. Office:	Department of Multicultural Affairs
Instrumental Others:	Jonathan Hopkins, Director of Minority Student Services
Faculty & Curricula:	Mark Osleen, English
	Pamela Paul
Campus Policy:	Jonathan Hopkins
	Pamela Paul

LOYOLA UNIVERSITY – 6363 St. Charles Avenue; New Orleans, LA 70118; TEL: 504–865–2011

Respondent:	Vincent P. Knipfing, VP for Student Affairs
Campus Policy:	Norman Roussell, VP for Administration
	Vincent P. Knipfing

MADONNA UNIVERSITY – 36600 Schoolcraft Road; Livonia, MI 48150; TEL: 313–591–5000

Respondent/ Published Div. Officer/ Reported Div. Officer:	Mary Martinez, CSSF, Director of Multicultural Affairs
Instrumental Others:	Gerald Charbonneau
	Martin Keck
	Nancy Marie, CSSF, Student Life
	Ursula Murray
	Rita Paniccia

-	Barbara Scott
	Robert Spann
	Thea Stevenson, Education
Faculty & Curricula:	Thea Stevenson
	Ernest Nolan, Humanities
Campus Policy:	Mary Martinez, CSSF
	Nancy Marie, CSSF

MARIAN COLLEGE - 3200 Cold Spring Road; Indianapolis, IN 46222-1997; TEL: 317-929-0123

Respondent:	Norma Rocklage, OSF, VP for Planning and Mission Effectiveness
Faculty & Curricula:	Connie Wesner, Assistant Dean for Academic Affairs
	Kimberly Tyson, Director/Learning and Counseling Center
Campus Policy:	William Woodman, Dean for Student Affairs
	Norma Rocklage, OSF

MARIST COLLEGE - 290 North Road; Poughkeepsie, NY 12601; TEL: 914-575-3000

Respondent:	Marilyn Poris, Director of Institutional Research
Published Div. Officer:	Renee F. Boyd, Director/CSTEP
Instrumental Others:	Black Student Union leader
	El Arco Iris Latino (Hispanic club) leader
Faculty & Curricula:	Syed Khatib, Associate Professor, Communications
	Vince Toscano, Chair, Humanities
Campus Policy:	Desmond Murray, Assistant Director/Field Experience
	Iris Ruiz-Grech, Director of HEOP

MARYWOOD COLLEGE - 2300 Adams Avenue; Scranton, PA 18509; TEL: 717-348-6211

Respondent:	Marie Huester, Assistant Director/Institutional Research
Reported Div. Officer:	Margaret Gannon, Coordinator of Diversity Concerns
Instrumental Others:	Michael Freund, Assistant Professor of Social Work
	Kathleen Munley, Professor of History
	Rosanna Sharpe, Director of Galleries
Faculty & Curricula:	Kathleen Munle
	Erika Sutherland, Foreign Language
Campus Policy:	Rosanna Sharpe
	Kathleen Ruthkosli, Chair, Education Department

MERCY COLLEGE OF NORTHWEST OHIO - 2238 Jefferson Avenue; Toledo, OH 43624-1197; TEL: 419-259-1279

Respondent:	Patricia Ann Dalke, MSN, President
Reported Div. Officer:	Combined position because of small size; Marlene Szurminski
Faculty & Curricula:	Becky Kelley-Robarge, Dean of Academic Affairs
Campus Policy:	James Harter, Student Services Dean

MOUNT SAINT CLARE COLLEGE - 400 North Bluff Blvd.; Clinton, IA 52732; TEL: 319-242-4023

Respondent/	
Published Div. Officer:	Effie Hall, Director of College Relations
Reported Div. Officer:	Benjamin John, Director of Student Life/Activities
Instrumental Others:	James J. Ross, President
Faculty & Curricula:	William C. Lowe, Academic Dean
	Gary L. Heath, Chair/Social Science
Campus Policy:	Benjamin John

MOUNT ST. MARY'S COLLEGE - 12001 Chalon Road; Los Angeles, CA 90049-1525; TEL: 310-476-2237

Respondent/	
Published Div. Officer:	Kathleen Kelly, CSJ, VP for Doheny Campus
Instrumental Others:	Kieran Vaughan, CSJ, Professor of Education
	Chery Mabey, Director, Leadership Program

	Norm Schwab, Art
Faculty & Curricula:	Carla Bartlett, Education
	Jackie Doud, Academic VP
Campus Policy:	Kathleen Kelly, CSJ
	Stephanie Cubba, Office of Institutional Research

NAZARETH COLLEGE OF ROCHESTER – 4245 East Avenue; Rochester, NY 14610; TEL: 716-586-2525

Respondent/	
Published Div. Officer/	
Reported Div. Officer:	Gaynelle D. Wethers, Director of Multicultural Affairs
Faculty & Curricula:	Susan Applegate-Krou, Sociology and Anthropology
	Alice Jones, Education
Campus Policy:	Rose Marie Beston, President
	Gaynelle D. Wethers

NEUMANN COLLEGE – Aston, PA 19014; TEL: 610-459-0905

Respondent/	
Published Div. Officer:	Rosalie Mirenda, VP for Academic Affairs
Instrumental Others:	Rose Cecelia Case, OSF, VP for Mission and Campus Life
Faculty & Curricula:	Rosalie Mirenda
	Stephanie Marek, Chair, Division Enrichment Committee
Campus Policy:	Meghan Scott, Director, Human Resources

NIAGARA UNIVERSITY – Niagara University, NY 14109; TEL: 716-286-1212

Respondent/	
Reported Div. Officer:	Blake Dye, Director/Multicultural and International Student Affairs
Published Div. Officer:	Shelia Hausrath, VP for Student Life
Instrumental Others:	Judith Willard, Assistant to the President for Planning and Chair, Multicultural Issues Committee
	Patricia Kinner, Director of the Niagara University Opportunity Program
Faculty & Curricula:	Rev. David O'Connell, Academic VP
	Susan Mason, Dean of Arts & Sciences
Campus Policy:	Judy Willard, Assistant to the President
	Sheila Hausrath, VP for Student Life

NOTRE DAME COLLEGE OF OHIO – 4545 College Road; South Euclid, OH 44121; TEL: 216-381-1680

Respondent/	
Published Div. Officer:	Rene T. Austin, Associate Director of Admission and Weekend College; Former Co-Director of Multicultural Affairs
Reported Div. Officer:	Elizabeth Aragon-Duque
Instrumental Others:	Gay Culverhouse, President
	Elizabeth Aragon-Duque
Faculty & Curricula:	Mary Frances Dunham, SND, VP of Academic Affairs
Campus Policy:	Mary Frances Dunham, SND, VP of Institutional Plan

OHIO DOMINICAN COLLEGE – 1216 Sunbury Road; Columbus, OH 43219; TEL: 614-253-2741

Respondent/	
Published Div. Officer/	
Reported Div. Officer:	Joanne F. Vickers, Assistant Dean for Academic Affairs
Instrumental Others:	Tina Butler, Associate Professor, Library Science, Minority Mentee
Faculty & Curricula:	Jay Kealey, Chair, Modern Languages
	Tina Butler
Campus Policy:	Joanne Vickers

OUR LADY OF HOLY CROSS COLLEGE – 4123 Woodland Drive; New Orleans, LA 70131; TEL: 504-394-7744

Respondent:	Audrey Donnenfelser, MSC, Director of Institutional Research
Faculty & Curricula:	Larry Stewart, CSC, Biology

	Helen Fontenot, MSC, Library
Campus Policy:	Mary Doll, English
	L. Mulry Tetlow, Social Sciences

QUEEN OF THE HOLY ROSARY COLLEGE – PO Box 3908; Fremont, CA 94539; TEL: 510-657-2468

Respondent:	Mary Paul Mehegan, OP, Academic Dean

REGIS COLLEGE – Box 25; 235 Wellesley Street; Weston, MA 02193; TEL: 617-768-7000

Respondent:	Margaret McGarry, Director of Academic Institutional Research
Instrumental Others:	Lynn Coleman, Dean of Students
	Greer Gordon, Religious Studies
	Julie Gordon, College Counselor
Faculty & Curricula:	Leila Hogan, CSJ, Academic Dean
	Paula Schneider, Social Work
Campus Policy:	Lynn Coleman

RIVIER COLLEGE – 429 Main Street; Nashua, NH 03060-5086; TEL: 603-888-1311

Respondent:	Pamela S. O'Neil, Secretary to the President
Reported Div. Officer:	Linda Jansky, VP for Student Development
Instrumental Others:	Jesse Edwards
	Shanon Rowlett

SACRED HEART UNIVERSITY – 5151 Park Avenue; Fairfield, CT 06432-1000; TEL: 203-371-7999

Respondent:	Donna Dodge, SC, VP for Mission and Planning/Executive Assistant to President
Reported Div. Officer:	Alvin Clinkscales, Coordinator of Multicultural Affairs
Instrumental Others:	Earl Graham, Admissions
	Craig Creller, Coordinator, International Services
	SGA President
Faculty & Curricula:	Thomas Trebon, VP for Academic Affairs
	Gerald Reid, Anthropology
Campus Policy:	Eilene Bertsh, Assistant VP for Academic Affairs
	Craig Creller

SAINT ANSELM COLLEGE – 100 Saint Anselm Drive; Manchester, NH 03102; TEL: 603-641-7000

Respondent/	Timothy Belanger, OSB, Advisor to the President for Multicultural Affairs
Reported Div. Officer:	Timothy Belanger, OSB
	Keith Wooley, Multicultural Programming
Faculty & Curricula/	
Campus Policy:	Timothy Belanger, OSB

SAINT JOHN'S UNIVERSITY – Collegeville, MN 56321; TEL: 612-363-2011

Respondent:	Jose Bourget, Director, Office of Cultural Enrichment
Published Div. Office:	Office of Cultural Enrichment
Faculty & Curricula:	Joseph Friedrich, Academic Affairs
	Joseph Farry, Academic Dean
Campus Policy:	Jose Bourget
	Gar Kellom, VP for Student Affairs

SAINT LOUIS UNIVERSITY – 221 North Grand Blvd.; St. Louis, MO 63103; TEL: 314-977-2222

Respondent:	Ruth E. Marquis, Director of Affirmative Action
Instrumental Others:	John Hope, Associate Director of Resident Life
Faculty & Curricula:	Lynda Campbell, Communications Disorders
	Rosetta Taylor Moore, Graduate School
Campus Policy:	Ruth E. Marquis
	Celestine Johnson, Student Education Service Center

SAINT MARY'S COLLEGE – Notre Dame, IN 46556; TEL: 219-284-4000

Respondent:	William A. Hickey, President
Published Div. Officer:	Maricela Ramirez, Director, Office of Multicultural Affairs
Instrumental Others:	Ann Loux, English Professor; recipient of college's first Multicultural Award
Faculty & Curricula:	Patrick E. White, Associate Dean of Faculty
	Karilee Freeberg, Education
Campus Policy:	William A. Hickey, President
	Maricela Ramirez

SAINT MARY'S COLLEGE OF CALIFORNIA – PO Box 4433; Moraga, CA 94575; TEL: 510-631-4000

Respondent:	Michael Beseda, Assistant VP for Research, Planning, and Technology
Faculty & Curricula:	Monica Clyde, Director, Faculty Development and Academic Affairs
	John Dennis, High Potential Program
Campus Policy:	Barbara Nicholson, Personnel Office
	Michael Beseda

SAINT MARY'S UNIVERSITY OF MINNESOTA – 700 Terrace Heights; Winona, MN 55987-1399; TEL: 507-452-4430

Respondent:	Susan Edel, Director of Research
Instrumental Others:	Chris Kendall, Director of Student Activities
Faculty & Curricula:	Jeffrey Highland, VP for Academic Affairs
Campus Policy:	Ann Merchlewitz, Affirmative Action Office

SEATTLE UNIVERSITY – Broadway and Madison; Seattle, WA 98122; TEL: 206-296-6000

Respondent/	
Published Div. Officer:	Toni Murdock, Associate Provost
Instrumental Others:	Mona Pitre, Office of Student Minority Affairs
Faculty & Curricula:	Kevin Krycka, Assistant Professor of Psychology
	Toni Murdock
Campus Policy:	Mark Long, Affirmative Action/Human Resources
	Mona Pitre

SETON HALL UNIVERSITY – 400 South Orange Avenue; South Orange, NJ 07079; TEL: 201-761-9000

Respondent/	
Published Div. Officer:	Frank J. Morales, Executive Director, Special Academic Programs
Instrumental Others:	Pat Kuchon, Assistant Chancellor, Student Affairs
	Msgr. Robert Sheeran, Executive Vice Chancellor
	Greg Mikalauskas, Dean of Students
Faculty & Curricula:	Bernhard W. Scholz, Provost
	R. Shapiro, Faculty Association
Campus Policy:	Msgr. Robert Sheeran

SETON HILL COLLEGE – Greensburg, PA 15601; TEL: 412-834-2200

Respondent/	
Reported Div. Officer:	Lois Sculco, SC, VP for Administration and Student Life
Instrumental Others:	Charmaine Strong, Dean of Student Services
	Marcia Pratt, Director of Academic Support Services
	Vijay Verma, Director of Information and Communication Technologies
	Michael Cary, Assistant Professor of Political Science/History
Faculty & Curricula:	Michael Cary
	Frank Klapak, Communication
Campus Policy:	Lois Sculco, SC
	Charmaine Strong

SIENA COLLEGE – 515 Loudon Rd.; Loudonville, NY 12211-1462; TEL: 518-783-2300

Respondent:	John Mahon, OFM, Assistant to the President
Instrumental Others:	William Sherman, Director of Student Activities

	Jeanne Martin Obermayer, Dean of Students
	Chitra Rajan, Chair, Women and Minorities
	Merle Longwood, Chair, MLK Lecture Series
Faculty & Curricula:	Chitra Rajan
Campus Policy:	Cynthia King-LeRoy, Human Resources

SILVER LAKE COLLEGE - 2406 South Alverno Road; Manitowoc, WI 54220; TEL: 414-684-6691

Respondent:	Barbara Belinske, OSF, President
Reported Div. Officer:	Jan Algozine, VP and Dean of Students
Faculty & Curricula:	Mary Ann Wahlstrom, Associate Professor
Campus Policy:	Jan Algozine

ST. CATHARINE COLLEGE - Highway 150; St. Catharine, KY 40061; TEL: 606-336-5082

Respondent:	Rev. Robert R. Gerl, VP and Academic Dean
Faculty & Curricula:	Robert Urben, Humanities Division, Associate Academic Dean
	Lyda Sauer, Director of Counseling
Campus Policy:	Rev. Robert R. Gerl

ST. EDWARD'S UNIVERSITY - 3001 South Congress Avenue; Austin, TX 78704; TEL: 512-448-8400

Respondent/	
Published Div. Officer:	Donna M. Jurick, SND, Academic VP and Academic Dean
Reported Div. Officer:	John Lucas, VP for Enrollment and Student Services
	Haven Street-Allen, Director, Human Resources
	John Costello, Associate Academic Dean
Instrumental Others:	Sarita Rodrigues, Director of College Assistant Migrant Program
	John Costello
	Sandra Pacheco, Dean for Student Development
Faculty & Curricula:	Donna Jurick, SND
	Marianne Hopper, Dean, Behavioral and Social Sciences
Campus Policy:	John Costello
	Haven Street-Allen

ST. MARY-OF-THE-WOODS COLLEGE - St. Mary-of-the-Woods, IN 47876; TEL: 812-535-5151

Respondent:	Barbara Doherty, SP, President
Instrumental Others:	Cathy Boerste, Director of Student Activities
Faculty & Curricula:	Connie Bauer, VP for Academic Affairs
Campus Policy:	Vicki Kosowsky, Director, Student Development

ST. NORBERT COLLEGE - 100 Grant St.; De Pere, WI 54115; TEL: 414-337-3181

Respondent:	Danielle M. Hornett, Associate Dean for Cultural Diversity
Instrumental Others:	Richard Rankin, VP for Student Life
	Mike Peckkham, Assistant Director of Housing
Faculty & Curricula:	Robert L. Horn, VP for Academic Affairs
	Robert Rutter, Education
Campus Policy:	Danielle Hornett
	Richard Rankin

ST. THOMAS UNIVERSITY - 16400 N W 32nd Avenue; Miami, FL 33054; TEL: 305-625-6000

Respondent/	
Published Div. Officer:	Mercedes Iannone, Chair, Diversity Task Force
Reported Div. Officer:	Volunteer faculty or staff member
Instrumental Others:	Rev. Ed Blackwell, Director of Campus Ministry
	Annemarie Law, Director of Counseling Center
	Ray Rufo, Director of Center for Justice and Peace
	Christine Heft, Director of Student Life
	Beverly Horsburgh, Law School Diversity

Faculty & Curricula: Joe Iannone, Dean of Arts and Sciences
Campus Policy: Annemarie Law

STONEHILL COLLEGE - 320 Washington St.; North Easton, MA 02357-5910; TEL: 508-238-1081
Respondent: Louis F. Saltrelli, Dean of Students
Reported Div. Officer: Jean R. Hamler, Director of Intercultural Affairs
Instrumental Others: Christopher Sohn, Director of Student Activities
Dwayne Sparks, Director of Special Programs
Faculty & Curricula: Rev. Louis A. Manzo, CSC, Academic VP and Dean
Campus Policy: Louis F. Saltrelli
Jean Hamler

TRINITY COLLEGE - 208 Colchester Avenue; Burlington, VT 05401; TEL: 802-658-0337
Respondent: Tammy Lenski, Dean of Students
Instrumental Others: Janice E. Ryan, RSM, President
Cindy Darcy, Director of Residential Life
Faculty & Curricula: Brent Poppenhagen, VP for Academic Affairs
Karen Borei, Library Director
Campus Policy: Janice E. Ryan, RSM, President
Tammy Lenski

UNIVERSITY OF DETROIT MERCY - 4001 West McNichols; Detroit, MI 48219-0900; TEL: 313-993-1000
Respondent/
Published Div. Office: Maureen A. Fay, OP, President
Reported Div. Officer: George R. Lowery, Dean, College of Education and Human Services
Instrumental Others: Kenneth L. Henold, VP for Student Affairs
Faculty & Curricula: William J. Lowe, Dean, College of Liberal Arts
Gloria H. Albrecht, Assistant Professor of Religious Studies
Campus Policy: Kenneth L. Henold
George R. Lowery

UNIVERSITY OF GREAT FALLS - 1301 20th Street South; Great Falls, MT 59405; TEL: 406-761-8210
Respondent: Audrey Thompson, VP for Student Services
Published Div. Office: Student Services
Faculty & Curricula: B. Lee Cooper, VP for Academic Affairs/Provost
Campus Policy: Tracy Micheletty, Student Support Service

UNIVERSITY OF MARY - 7500 University Drive; Bismarck, ND 58504; TEL: 701-255-7500
Respondent: Pat Jund, Director of Student Life
Instrumental Others: Joanne Gladden, Diversity Committee Chair
Charles Hanson, VP for Student Development
Faculty & Curricula: Joanne Gladden
Campus Policy: Pat Jund

UNIVERSITY OF SAN DIEGO - 5998 Alcala Park; San Diego, CA 92110-2492; TEL: 619-260-4600
Respondent: Maureen P. Cronin, Associate Provost, Director of Institutional Research
Instrumental Others: Judith Liu, Professor of Sociology
Cynthia Villis, Counseling Center
Reuben Mitchell, Human Resources, Employment Outreach and Development
Faculty & Curricula: Judy Liu,
Cynthia Villis
Campus Policy: Reuben Mitchell

UNIVERSITY OF SCRANTON - Scranton, PA 18510; TEL: 717-941-7400
Respondent: Shirley M. Adams, Dean, Dexter Hanley College, Chair, Cultural Diversity Committee
Reported Div. Office: Office of Affirmative Action

Instrumental Others:	Sherman Wonder, Director of Student Activities
Faculty & Curricula:	Shirley M. Adams
Campus Policy:	Richard Passon, Provost

UNIVERSITY OF ST. THOMAS - 2115 Summit Avenue; St. Paul, MN 55105; TEL: 612-962-5000

Respondent:	Charles J. Keffer, Provost
Reported Div. Office:	International Student Services
	Multicultural Student Services
	Specialized Services Coordinator
	Women's Center
Instrumental Others:	Sharon Howell, CSJ, Director of Multicultural Student Services
	Gregory Roverts, VP for Student Affairs
	Paula Sanchez, Director of Hispanic Pre-College Program
Faculty & Curricula:	Pamela Nice, Faculty Development
	Ralph Pearson, VP for Academic Affairs
Campus Policy:	Charles J. Keffer
	Sharon Howell

URSULINE COLLEGE - 2550 Lander Road.; Pepper Pike, OH 44124; TEL: 216-449-4200

Respondent:	Anne Marie Diederich, OSU, President
Reported Div. Office:	Office of Academic Affairs
Instrumental Others:	Octavia McNeil, Director of Residence Life
	Mary Alice Saunders, Nursing Faculty
Faculty & Curricula:	Gary E. Polster, Sociology
Campus Policy:	Christine Murray, Personnel

VILLANOVA UNIVERSITY - 800 Lancaster Ave.; Villanova, PA 19085-1699; TEL: 610-519-4500

Respondent/	
Published Div. Office:	Edward Collymore, Executive Director, Office of Multicultural Affairs
Instrumental Others:	Rev. Edmund J. Dobbin, OSA, President
Faculty & Curricula:	Meghan Keita, History/African Studies
Campus Policy:	Edward L. Collymore

WALSH UNIVERSITY - 2020 Easton Street NW; Canton, OH 44720; TEL: 216-499-7090

Reported Div. Officer:	Quentin R. Johnson, Dean of Students
Instrumental Others:	Rev. Richard J. Mucowski, OFM, President
	Dale S. Howard, VP for Student Affairs
Faculty & Curriculum:	Richard Niece, Provost and VP for Academic Affairs
Campus Policy:	Rev. Richard J. Mucowski, OFM, President
	Quentin R. Johnson

WHEELING JESUIT COLLEGE - 316 Washington Ave.; Wheeling, WV 26003; TEL: 304-243-2000

Respondent:	Carol O. Orts, VP for Planning and Assistant to the President
Reported Div. Officer:	Eileen Viglietta, International Student Advisor
Instrumental Others:	Ellis F. Hall, Dean of Students
Faculty & Curricula:	Karen Bland, OSB, Associate Academic Dean
Campus Policy:	Carol Orts

XAVIER UNIVERSITY - 3800 Victory Parkway; Cincinnati, OH 45207; TEL: 513-745-3000

Respondent:	Gail Mahon, Executive Assistant
Reported Div. Officer:	Main diversity officer: Merelyn Bates-Mims, Director of Affirmative Action
Instrumental Others:	Bill Daily, Chair/Professor, Communication Arts
	Deborah Pearce, Academic Staff
Faculty & Curricula:	Stanley Hedeen, Biology
	William Daily
Campus Policy:	Merelyn Bates-Mims

Association of Catholic Colleges and Universities
Suite 650 One Dupont Circle
Washington, DC 20036
202–457–0650
Fax 202–728–0977